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ABSTRACT

This guide was designed to help educators expand the delivery of vocational education programs, services, and activities to single parents, homemakers, displaced homemakers, and young women. The guide promotes the development of a comprehensive program of vocational education services that is based on a model with six components: outreach; orientation to education and the job market; assessment and evaluation of interest, ability, and aptitude; career decision making; support services; and follow-up and job placement; The four units of the guide cover the following topics: (1) program development and marketing (establishing advisory committees; identifying community referral resources, identifying the media, developing the material, disseminating the materials); (2) program management (coordinator and staff guidelines; standard forms); (3) counseling (vocational orientation, assessment, career exploration, career decision making and planning); and (4) employment preparation and job development (preemployment preparation, job development, follow-up). Information on workshop development, technical assistance, and resources also is provided. Samples of standard forms used in Missouri and support materials are included. (KC)

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Missouri Vocational Education

Guide For Services

To Single Parents And Homemakers

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Missouri Vocational Education
Guide For Services
To Single Parents And Homemakers
1989

This manual was funded through the Department of Elementary and Secondary Education, Division of Vocational and Adult Education, Carl D. Perkins Vocational Education Act of 1984 (P.L. 98-524). The opinions expressed do not necessarily reflect the position or the policies of the Missouri Department of Elementary and Secondary Education.

Introduction

This guide is designed for the educator whose purpose is to expand the delivery of vocational education programs, services, and activities to selected adult populations; namely, single parents, homemakers, displaced homemakers, and young women.

The two major objectives of the Carl D. Perkins Vocational Education Act of 1984 (P.L.98-524) are to increase the accessibility of vocational programs to underserved populations, including those named above, and to improve the quality of vocational programs to ensure that they are congruent with a changing world of technology and new labor demands.

The economic and social changes currently at work in our society have powerful effects on those least able to sustain them. Those most affected need educational and related services to adapt to the demands of the information age society. Adult education services can make a difference in the ability of individuals to achieve their educational and economic goals. Public schools and inter-agency linkages can provide a program of additional educational and support services. The goal of this Guide is to promote the development of a comprehensive program of vocational education services that is based on a model with the following components: Outreach; Orientation to Education and the Job Market; Assessment and Evaluation of Interest Ability and Aptitude; Career Decision Making; Support Services; Follow-up and Job Placement. These components rely on and are in support of the regular vocational education program areas to provide the necessary education and training to develop the knowledge and skills needed to acquire and to maintain self-sufficiency in the world of work.

One or more of these components or educational services may be presently in the existing school district and may or may not be accessible to the single parent and homemaker populations. The intent of this Guide is to provide a framework to expand the availability of existing services and to develop those services that are needed to make up a comprehensive program.

Georganna Beachboard

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Definition of Terms

Carl Perkins Vocational Act of 1984:
The two major purposes are to increase the accessibility of vocational programs to underserved populations, (including single parents/homemakers, displaced homemakers, and young women) and to improve the quality of vocational programs to match a changing world of technology.

The Missouri State Board of Education administers the Act through the Department of Elementary and Secondary Education, Division of Vocational and Adult Education.

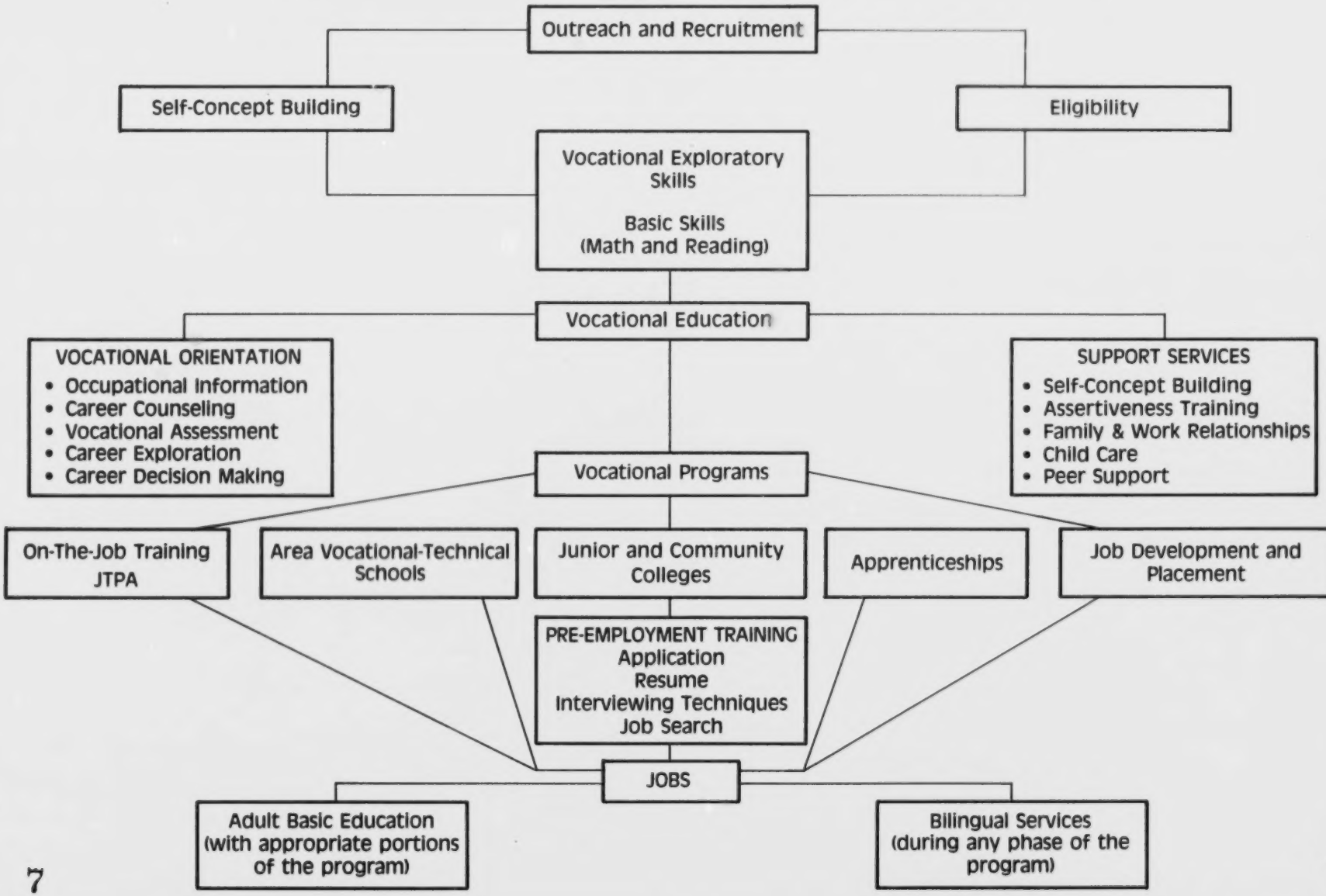
Homemaker:
An individual who as an adult, has worked primarily without remuneration to care for home and family and for that reason has diminished marketable skills.

NonTraditional:
Applies to programs or occupations which are traditionally composed of fewer than 25% of one sex.

Placement:
The selection of a vocational education program, full or part-time employment, on-the-job training, or an apprenticeship in a trade.

Single Parent:
An individual who is unmarried or legally separated from the spouse, and has a minor child or children for which the parent has custody or joint custody.

Missouri Single Parents and Homemakers Programs



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Unit I
Program Development and Marketing

Program Development and Marketing

I. Establish Advisory Committee
   A. Purpose of Advisory Committee
   B. Selection of Advisory Committee

II. Identify Community Referral Resources
   A. Community Referral Resources
      1. Education/Training
      2. Health/Food, Shelter and Clothing/Emergency Services
      3. Support Groups
      4. Others
   B. Networking as a Method of Referral

III. Program Management: Identify the Media
   A. Weekly and Daily Newspapers
   B. Radio Stations
   C. T.V. Stations

IV. Develop the Material
   A. Brochure Content
   B. Newspaper Ads
   C. Press Releases
   D. Program Announcement Letter

V. Disseminate the Materials
   A. Plan Methods
   B. Places to Distribute

VI. Miscellaneous

Establish Advisory Committee

Purpose of Advisory Committee

The purpose of establishing an Advisory Committee is to ensure community support for students enrolled in Vocational Education. Advisory Committee members can provide social service referrals, identify potential students and help evaluate the program services. An active Advisory Committee can promote linkage with the private and public sector, publicize the program's activities and provide access to community job placement.

Selection of Advisory Committee

Members should be representative of the major agencies and organizations in the community in order to facilitate a referral network.

Advisory Committee members should include: representatives of social service agencies, Vocational Rehabilitation, University and College personnel, County Extension, labor unions, attorneys, ministers, and students.

The resource ***How to Establish an Advisory Committee*** is available for loan at the Instructional Materials Laboratory.

Identify Community Referral Resources

Community Referral Resources

The best resource for Community Referral Agencies and Organizations is the yellow pages of the phone book. Look under "Social Service Organizations." Also, the Chamber of Commerce will have listings of all businesses.

The resources included here are the ones most likely to be used by single parents and displaced homemakers.

Education/Training
Adult Basic Education - ABE
American Association for University Women - AAUW
Business and Professional Women - BPW
Employment Security - Job Service
General Education Diploma - GED
Human Development Corporation
Job Training Partnership Act - JTPA
Vocational Rehabilitation

Health/Food, Shelter and Clothing/Emergency Services
Aid to Families with Dependent Children - AFDC
American Red Cross
City Health Department Clinic
Division of Family Services
Local Housing Authority
Planned Parenthood
Rape Crisis Center
Salvation Army
Suicide Prevention Center
Tenants Rights Organizations
Voluntary Action/Community Action
Young Women's Christian Association - YWCA

Support Groups
Alcoholics Anonymous
Compassionate Friends
Divorce Support Group
Family Counseling Services
National Association for the Advancement of Colored People - NAACP
Parents Without Partners

Others
Board of Probation and Parole
Kiwanis Club
Legal Aid
Lions Club
Missouri Extension Center
Rotary Club

Networking as a Method of Referral

Networking, as it relates to the responsibilities of the Coordinator and the program, can be viewed as a two-way referral system. The Single Parent/Homemaker program is a valuable resource to the community as it trains and prepares people to participate in the economy more fully. Networking facilitates an easy and natural reciprocity between members of the program and members of the community.

The exchange of information and services between agencies and organizations for the benefit of the students is the primary purpose. Community recources for students such as scholarships, clothing for interviews, Christmas aid and day care services are a direct benefit of the program. One of the most important results is the development of job leads.

Also see ***Network Building*** in Support Materials.

Weekly and Daily Newspapers, Radio Stations, T.V. Stations

The various media need to be identified and a mailing list including telephone numbers established in order to facilitate immediate contact.

Contact persons in each office and station in the area should be established. A file of ads and scripts needs to be developed and maintained in order to present the program.

Both straight advertising and feature stories about students are effective methods of advertising the program.

Brochure Content

A brochure is another form of advertisement for the Single Parent/Homemaker Program. The brochure should include basic information such as a description of the program, the name, address, and telephone number of the Program and eligibility requirements. The education and training programs offered by the Area Vocational Technical School or Junior/Community College may also be listed.

Available services of the Program may be listed such as:

- Career counseling
- Vocational aptitude and interest testing
- Career decision making
- Adult Basic Education
- Financial aid assistance
- Assistance in job placement and follow-up
- Vocational and technical training
- Support service referral
- Job seeking skills
- Seminars and workshops

Eye pleasing colors, photographs of students, illustrations of women "on the job," and tear-off reply cards can enhance the success of a brochure.

Newspaper Ads

Newspaper ads should include the basics about the program. An eye-catching headline and graphic art work are important.

See sample in Support Materials.

Press Release

Employ the expertise of the advertising salesperson to have the most effective format.

See sample in Support Materials.

Program Announcement Letter

Write a Program Announcement Letter to prominent community leaders explaining the program. Offer tours of the "Program Facilities" and local Vocational Technical School or Junior/Community College. Highlight one or two successful students to show effectiveness of the program. State your willingness to speak at a meeting to show the importance of the program to the community.

Disseminate the Materials

Plan Methods

Planning is necessary to ensure successful dissemination of brochures and all forms of program information. Determine the deadlines for bulk mailings. Sufficient time should be allowed for recipient to receive information and return it to the Center to meet program enrollment and tuition deadlines. The support staff may call recipients prior to mailing to inform them of their impending arrival.

Places to Distribute

A Coordinator is only limited by the imagination in regard to distributing program information. Brochures or ads may be inserted in any appropriate newspaper or newsletter that will reach target populations such as:

- County or University Extension Newsletters
- Church Bulletins
- "Ad Sheets," or "Little Shoppers"

Posters that hang with tear-off, mail-in cards are effective in public places such as laundromats, grocery stores, and shopping malls.

A contact person within each of the Community Referral Resources listed in this unit will assist in exposure for the program.

Miscellaneous

Tips for Promotion

- Carefully plan the advertising budget to cover expenses of printing, advertising, and mailing.
- Use an eye-catching logo to identify the program.
- Make use of free advertising of Public Service Announcements on cable T.V. and radio.
- Request informational materials from other Programs and adapt their ideas, artwork, etc.
- Assemble and file all promotional materials and resources. Consult more seasoned Coordinators.

Unit I
Support Materials

Network Building

The word *network* is new to most women. Generally, it is not part of our socialization process to develop contacts and bonds in spheres of our lives other than homemaking and child rearing, when we share recipes, parenting ideas, consumer tips, and fashion modes. To most men, networks are not new. Men learn the network system young, through sports and other male activities. And they continue to put networking to use in the economic and political spheres of their lives, as workers and as decision makers in the larger society.

We are going to explore what networks are and how we as women can develop them to our advantages as students and/or workers. Briefly, here are some facts on networks and how they work.

- Building a network simply means developing support systems for ourselves in the wider world.
- Networks are not necessarily highly structured and formal, but are more often informal groupings present for us in our everyday life.
- By developing networks, we are simply getting the information we need, gaining support from our female and male peers, and tapping into more of the concrete resources of society.
- Networking is not "using" others. It is an exchange for mutual benefit - an exchange of information, ideas, and favors.
- Most of us have networks, are unaware of them, and do not use what we have to the fullest.
- Many networks already exist for us, such as trade organizations; professional organizations; caucuses, or divisions within organizations for women; women's student organizations; and commissions on the status of women at the local, state, and national levels.
- Networks can be formed where they do not exist. We can, for example, post a notice on a bulletin board where women meet ("Everyone interested in the topic 'How I Sex-Role Stereotype Myself as a Student,' please come to Friday's meeting").
- How do networks help us as women?
  - They provide us with information of many types and forms from resources outside ourselves
  - They provide us with support and bonding as women in male-dominated environments
  - They provide us with access to resources in concrete power
- Networks, once established, must be maintained and nurtured through social contacts, phone calls, mailings, letters, and so on. Keeping a card file or an alphabetical listing in a notebook could provide you with a systematic record of your network.

Learning Leads To Earning

Single Parents, Homemakers, Displaced Homemakers - Vocational Training is available to you through a new program offering:

- Career Exploration and Vocational Testing
- Career Counseling
- Training Information and Planning
- Financial Aid - Tuition Grants
  (Some available for this Fall)

Call Today (List Phone Number)

Your Area Vocational Technical School
List Address **Phone Number**

Sample Press Release

(Short Opening Paragraph to Grab Attention)
Want to get out of the house and into a high paying career? Learn more about high-tech career options for women and men in today's fast changing job market.

(Who, What, When, and Where)
"Your Future in a High-Tech Career"
March 2, 9 -12 p.m., Conference Room at Center City Vocational School
For Registration details and further information call 881-4701 between the hours of 8 - 5 p.m. There is no charge and baby sitting is provided.
"Invest in your future, explore high-tech career options."

(Additional Details)
Learn more about the fascinating field of robotics, laser technology, and microprocessors.

(Facilitators Credentials)
Betty Jones and Chris Wallace are recognized Career Counselors in the Tri-County Schools. Betty Jones, author of "100 High-Tech Careers," is a management consultant to business and education.

(How To Learn More)
For registration information or a free brochure, contact Career Center Office at 881-4701 from 8 - 5 p.m.

Sample Radio/T.V. - PSA

(Suggested Public Service Announcement for use on radio or television)

Announcer (ten seconds)

(x) Need a job? Would you like to be trained in one of today's high-tech careers? Attend the workshop "Your Future in High-Tech Careers," at 7:30 p.m. March 2 at the Center City Vocational School.

For registration and further details, call 881-4701 or 881-6520 during the day.

Announcer (Thirty seconds)

(x) Do you want to get out of the house and into a good paying high-tech career?

Plan to attend the workshop, "Your Future in a High-Tech Career," March 2, 7:30 p.m. at Center City Vocational School.

Call now and plan to attend the workshop, "Your Future in a High-Tech Career" to find out about training options for men and women at the Center City Vocational School. Learn more about robotics, computers, and electronics. Call now! 881-4701 for details.

Unit II
Program Management

I. Coordinator and Staff Guidelines
   A. Coordinator
      1. Overview
      2. Responsibilities
      3. Qualifications
   B. Counselor
      1. Overview
      2. Responsibilities
      3. Qualifications
   C. Clerical
      1. Overview
      2. Responsibilities
      3. Qualifications

II. Standard Forms
   A. Client Forms
   B. Program Forms

III. Miscellaneous

Coordinator

OVERVIEW: The Coordinator of the Single Parent/Homemaker Program must possess knowledge of vocational education and training programs and be aware of the issues pertinent to single parents, homemakers and re-entry workers. The Coordinator must have current information on careers; including nontraditional and the new technologies, and community resources. The Coordinator needs skills in both people and program management, and the ability to speak in public.

An appropriate Masters degree or a Baccalaureate with coursework in five special areas is required.

RESPONSIBILITIES:

- Select and establish an Advisory Committee.
- Develop a public presentation to deliver to public and private agencies.
- Develop a media presentation package.
- Contact, identify public agencies and establish a network of referrals.
- Identify the educational institutions, particularly Vocational Education programs and other educational institutions that provide training.
- Contact the area school Director or Dean at each educational site.
- Establish an intake process for the development of an Individual Vocational Education Plan.
- Develop a series of workshop sessions for students to improve Self-Concept: Confidence Building, Assertiveness Training, Stress Management, Time Management, Family and Work Relationships.
- Facilitate the counseling process with sessions on: Client Assessment, Career Exploration, Career Decision Making and Planning.
- Develop Employment Preparation and Job Development sessions in: Job Application, Personal Data Sheet, Interview Techniques and Behavior, Proper Appearance, Thank you Acknowledgements, Job Search.
- Conduct follow-up activities monthly, 180 days, and annual.

COORDINATOR OF SINGLE PARENT / HOMEMAKER PROGRAM

I. Initial Certificate
   A. A two year temporary certificate may be granted to individuals meeting the following requirements:
      1. Completion of a baccalaureate degree
      2. One year of accumulated paid employment (other than teaching)
      3. Demonstrated administrative ability
      4. Completion of the Psychology of the Exceptional Child course
   B. An initial five year certificate may be granted to individuals meeting the above requirements and one of the following:
      1. Completion of a Master's or higher level degree in education with an emphasis in a vocational education area or Guidance and Counseling, Educational Administration, Adult and Higher Education and Educational Psychology.
      2. Completion of a baccalaureate degree and the following courses: (courses must be a minimum of two credit hours)
         a. Administration of Adult or Vocational Education Programs
         b. Foundations of Adult Education
         c. Vocational or Career Development Guidance
         d. Curriculum or Instruction in Vocational/Adult Education
         e. Philosophy of Adult or Vocational Education (This class may be waivered if the individual holds a current teaching credential.)

II. Renewal Certificates
   A. The initial two year temporary certificate may be renewed one time for a period of three years by meeting the following requirements:
      1. Completion of two courses listed in I.B.2.
      2. Annual membership in a state and national professional vocational or adult education organization during the previous certification period
      3. Attendance at one MVA during the previous certification period
      4. In addition to a visitation to another Single Parent/ Homemaker Program, participation in workshops and/or seminars on vocational or adult education totaling at least 10 clock hours per year
   B. The initial five year certificate may be renewed indefinitely by meeting the following requirements within each five year period:
      1. Annual membership in a state and national professional vocational or adult education organization
      2. Attendance at three or more MVA's during the previous certification period
      3. Participation in workshops and/or seminars on vocational or adult education totaling at least 50 clock hours

4. Visitation to another Single Parent/Homemaker Program.
5. Completion of a Professional Development Program approved by the Department of Elementary and Secondary Education which would include six semester hours of graduate credit or its equivalent as approved by the Director of Special Vocational Services.

Counselor

OVERVIEW: The Counselor of the Single Parent/Homemaker Program must possess knowledge of Vocational education and training programs and be aware of the issues pertinent to single parents and homemakers. She/he must have knowledge and experience with Vocational Assessment Instruments and be able to determine which are useful and appropriate to this population. The Counselor must have experience with group process and current information on new technologies and non-traditional careers. Current information on community resources and training programs is necessary.

A Masters degree in Counseling is required including two years teaching experience.

RESPONSIBILITIES:

- Conduct direct screening interviews with potential clients or students.
- Conduct workshop sessions (same as Coordinator).
- Conduct individual and group counseling sessions necessary to develop an Individual Vocational Education Plan.
- Conduct all testing and interpretation activities.

SECONDARY COUNSELOR'S CERTIFICATE

Grades 7-12

Effective September 1, 1988

I. Initial Certificate

A secondary counselor's professional certificate, valid for a period of five years from the effective date on the certificate, will be issued to those persons meeting the following requirements:

A. A valid Missouri teaching certificate (elementary or secondary) as required to teach in the public schools of Missouri.

B. A minimum of two years approved teaching experience.

C. Completion of a course in Psychology and Education of the Exceptional Child for two or more semester hours.

D. Completion of a master's degree with a major emphasis in guidance and counseling from a college or university meeting approval of the Missouri Department of Elementary and Secondary Education.

E. One year of accumulated paid employment (other than teaching or counseling).

F. Recommendation for certification from the designated official of a college or university approved to train secondary school counselors by the Missouri Department of Elementary and Secondary Education based upon the completion of a planned program of at least 24 semester hours of approved graduate credit in courses in guidance and counseling with at least 12 semester hours focused upon guidance and counseling in the secondary schools.

1. Successfully completed one course in each of the following areas:
   - Orientation to the Personal and Professional Development in Counseling
   - Foundations of Secondary and Elementary School Guidance
   - Theories and Techniques of Secondary and Elementary School Counseling
   - Practicum in Counseling
   - Must be separate graduate course of at least three semester hours.

2. Supervised Practice in a Secondary School Guidance program for at least three semester hours.

3. Knowledge and/or competency in each of the following areas:
   - Theories of human development
   - Theories of learning
   - Theories of personality
   - Theories of career development
   - Assessment materials and techniques
   - Administration and interpretation of individual intelligence tests

- Analysis of school learning problems and school adjustment
- Utilization of information services and community resources
- Research methods and statistics
- Consulting with parents and staff
- Development of positive mental health in the school environment
- Process of staffing with other professionals to develop instructional strategies
- Program development including needs assessment, implementation, evaluation
- Time management with attention to priority setting for goals and objectives
- Professional organizations and ethical standards

II. Renewal of Certificate

The secondary counselor's certificate may be renewed each five years by persons meeting the following requirements:

A. Two years experience in counseling at the secondary level during the previous five years.

B. Completion of a Professional Development Program approved by the Missouri Department of Elementary and Secondary Education which would include the following:

1. A minimum of six semester hours of graduate credit appropriate for secondary counselors; or

   A planned professional development program approved by the Commissioner of Education equivalent to six semester hours of college credit.

2. At least three (3) professional workshops/seminars totaling 15 clock hours and appropriate for secondary counselors which have been approved by the Missouri Department of Elementary and Secondary Education.

Persons who do not meet the above requirements for renewal of their certificate shall complete a Professional Development Plan approved by the Commissioner of Education which includes graduate courses and/or professional development activities equivalent to eight semester hours of graduate credit.

Clerical

OVERVIEW: General clerical skills are required with particular expertise in data entry and computer processor skills. The person needs to possess the ability to handle and refer students in crisis situations to the Counselor. Experience and training in telephone techniques and interpersonal communication are preferred. The person should be trained to probe for student's needs and to conduct student intake instruments.

RESPONSIBILITIES:

- Oversee completion of Student Intake Form
- Type student files and general correspondence.
- Organize and maintain student files.
- Telephone communication with students and others.
- Data entry and computer processor activities.

QUALIFICATIONS:

The level of education is not as important as demonstrated skills. Many programs hire and train single parent and homemaker students.

Standard Forms

The Department of Elementary and Secondary Education in cooperation with local Project Coordinators have developed a series of forms that are used throughout the state.

Samples of all Individual and Program forms are included at the end of the Guide.

Individual Forms:

Single Parent or Homemaker Client Intake Form
Client Contact Form
Model Single Parent or Homemaker Client Determination of Greatest Need
Comprehensive Individual Vocational Education Plan
Individual Vocational Education Plan

Program Forms:

Quarterly and Annual Report
Application Form for Regular Vocational Allocation Monies
Application for Authorization to Purchase Equipment (FV4)
Reimbursement for Equipment, Teaching Aids, etc. for Vocational Programs (FV2)
Vocational Education Class Summary--Single Parent or Homemaker. Secondary (42-04)
Vocational Education Class Summary--Sex Bias Adult (43-10)

A computer software program called SPHIP (Single Parent/Homemaker Intake Program) has been developed to facilitate intake and recordkeeping on single parent, homemaker, and nontraditional clients. SPHIP enables users to produce state required quarterly and annual reports, year-end CIP reports, mailing labels to clients, and various other related reports.

Specific software packages and training are required to implement the SPHIP system. Information on installation and inservice of SPHIP may be obtained by contacting DESE or Project SERVE.

Miscellaneous

The ideal Single Parent/Homemaker Program should:

- Provide a private facility for counseling.
- Provide a classroom or designated areas for session activities.
- Keep a cordial atmosphere.
- Provide support materials in the form of a small lending library.
- Utilize Intern/Volunteer services by contacting nearest graduate program.
- Provide community resource file for student needs.
- Have access to private, outside phone line.

Unit III
Counseling

I. Vocational Orientation
   A. Group of Individual Sessions on Self Concept
      1. Confidence Building
      2. Assertiveness Training
      3. Stress Management
      4. Time Management
      5. Family and Work Relationships
      6. Peer Support
      7. Child Care

II. Assessment
   A. Introduction to Assessment
   B. Interest Instruments
      1. Strong Campbell Interest Inventory
      2. Self-Directed Search
   C. Ability Instruments
      1. COPS - Career Occupational Preference System
      2. CAPS - Career Ability Placement Survey
      3. COPES - Career Orientation Placement and Evaluation
   D. GATB - General Aptitude Test Battery
   E. Computerized Guidance Systems
      1. Rationale for Use
      2. SIGI-Plus
      3. DISCOVER
      4. MISSOURI VIEW

III. Career Exploration
   A. Identifying the Job Market
      1. Resources for Occupational Information
      2. Exploring Nontraditional Careers

IV. Career Decision Making and Planning
   A. Defining the Process
   B. Components of a Decision-Making Model
   C. Goal Setting
   D. Planning Phase
   E. Individual Vocational Education Plan

Group or Individual Sessions on Self-Concept

Vocational Orientation includes a series of personal development activities to assist in making a smooth transition into training or employment.

A series of personal development sessions should be offered to boost confidence, morale and determination of the student. The needs of the individual will vary greatly. The following sessions have been developed and are widely used in Single Parent/Homemaker Programs

- Confidence Building
- Assertiveness Training
- Stress Management
- Time Management
- Family and Work Relationships
- Peer Support

The number one obstacle for women entering the job market for the first time or reentering after a long absence is lack of confidence. Most women lack confidence in their ability to perform tasks outside the home. They fear failure and they fear rejection.

The immediate goal in counseling is to work on building their confidence level. This can be achieved by having women identify their strengths, improve their communication skills and learn how to be assertive. Before women are able to secure a job, they need to believe in themselves and create a positive self image.

Workshop settings in groups of 15 to 25 participants have proven to be most effective in raising their confidence level. In addition to the skill training they receive (assertiveness training, communication skills, strength identification), they recognize through group interaction that:

- They are not alone in lacking self confidence (other women feel the same way),
- The support and strength they derive from the other participants acts as a reinforcer toward building self-confidence.

CONFIDENCE BUILDING: Self-confidence building focuses on participant's strengths and prior successes. Self-confidence activities help increase employability by emphasizing self-reliance and developing a positive self-concept. Participants are given activities and support materials that will enable them to analyze their present position and to make desired changes. See the following support materials at the end of this unit:

- Fact Sheet-Women and Sex-role Stereotyping of Self
- To Be Powerful Is...
- Fourteen Steps to a More Confident You
- Barriers To Progress

ASSERTIVENESS TRAINING: The difference is defined between non-assertive, aggressive, and assertive behavior. Assertion training gives women the opportunity to learn how to express their true feelings in an appropriate manner and how to protect their individual human rights. See the following support materials at the end of this unit:

- Assertiveness and Effective Communication Sample Course Syllabus
- Assertive Behavior Assessment for Women
- A Comparison of Behavioral Styles
- Six Easy Steps to Assertiveness
- Your Bill of Rights
- Assertiveness Activity

STRESS MANAGEMENT: Single parents and homemakers who experience high levels of stress because they are making changes in their lifestyles can control it through management. See the following support materials at the end of this unit:

- Stress•••Stress
- How Do You Handle Stressful Situations?
- How Different Events Cause Stress
- Preventative Measures

TIME MANAGEMENT: Skills in time management are essential to success in education or training, and for the single parent or homemaker there is a need to refresh and upgrade. See the following support materials at the end of this unit:

- Time Management Sample Course Syllabus
- Adult College Re-entry Network - Organizing Yourself to do Effective School Work

FAMILY AND WORK RELATIONSHIPS: Integrating personal relationships with significant persons and developing a support system for education and training is one of the greatest challenges facing a single parent or homemaker. This may be an ongoing process that will require individual counseling and community referral resources. See the following support materials at the end of this unit:

- Consumer Buying - A sample course syllabus
- Managing Home and School: Significant Others and Their Needed Support - Group Discussion and Activities

PEER SUPPORT: Through regularly scheduled meetings, students can share experiences, both positive and negative, and know that they are not alone in their endeavors. A peer support group provides emotional support to each other.

The format of the groups will be tailored to the individuals participating. Breakfast, brown bag, day or evening sessions can be held. An agenda should be prepared, and a time frame of forty-five minutes to one hour should be upheld.

Speakers, such as role models, employers, attorneys, and temporary employment agencies may be invited.

A support group will insure student retention in training and employment, provide a method of feedback to program personnel, and enhance the success of the program.

CHILD CARE: Funds may be used for dependent care for children of individuals in vocational programs. Local district must provide or arrange for accredited child care service directly with provider. Refer to: **1989-90 Missouri State Plan for Vocational Education**. Missouri Department of Elementary and Secondary Education.

Assessment

Introduction to Assessment

Assessment involves evaluating student interests, aptitudes and abilities in order to determine strengths and to set realistic goals. Counselors can provide orientation to testing procedures and offer flexible choices. Assessment instruments examine interests, abilities, aptitudes, and skills. The following instruments are discussed in detail.

- Strong Campbell Interest Inventory
- Self-Directed Search
- COPS, CAPS, COPES
- GATB - General Aptitude Test Battery
- DISCOVER
- Missouri View

Interest Instruments

STRONG-CAMPBELL INTEREST INVENTORY: SCII measures interests by comparing them to the interests of different people in a variety of occupations. By using these results, individuals can begin to identify long-range goals concerning occupational choices.

SCII contains seven parts: Occupations, School Subjects, Activities, Leisure Activities, Types of People, Preference Between Two Activities, and Your Characteristics.

SCII is useful for those individuals who need career guidance and is most appropriate for college students and adults who are considering a business or professional occupation.

SELF-DIRECTED SEARCH: by John L. Holland. SDS is an evaluation of abilities and interests and their relationship to each of six occupational or personality types-realistic, investigative, artistic, social, enterprising, and conventional.

SDS is self-administered and can provide some vocational guidance for unemployed workers. The assumption is that if individuals have jobs corresponding with their personalities, they will have more satisfaction and success on the job. SDS may be self-scored, but the assistance of a counselor would assure that no errors had been made.

Ability Instruments

COPS-CAREER OCCUPATIONAL PREFERENCE SYSTEM: COPS is designed to assist in educational planning and the career decision making process. Job activity interest scores, based on occupational clusters for both professional and skilled levels, are related to curriculum choice, college majors, and occupational information. CAPS is keyed to a measure of abilities and COPES a measure of work values so these three measures may be interpreted as one unit.

CAPS-CAREER ABILITY PLACEMENT SURVEY: CAPS is a multiple aptitude test battery that assesses potential for success in specific occupations. CAPS consists of eight 5-minute ability tests: Mechanical Reasoning, Spatial Relations, Verbal Reasoning, Numerical Ability, Language Usage, Word Knowledge, Perceptual Speed and Accuracy, and Manual Speed and Dexterity.

COPES-CAREER ORIENTATION PLACEMENT AND EVALUATION SURVEY: COPES is designed to increase self-awareness in relation to career development by measuring personal values related to occupational choice and satisfaction. Eight values are measured: investigative, practical, independence, leadership, orderliness, recognition, aesthetic, and social.

COPS, CAPS AND COPES are all paper and pencil instruments that may be self-administered.

GATB-General Aptitude Test Battery

GATB is a measure of general learning ability and aptitudes required for occupational success developed for use in career counseling. GATB is a combined paper and pencil and apparatus test with the following parts: general learning ability, verbal, numerical, spatial, form and clerical perception; motor coordination; and finger and manual dexterity. The counselor compares scores to Occupational Aptitude Patterns and Specific Aptitude Test Batteries, which are clusters of similar occupations and specific occupations respectively. These patterns relate to the needed aptitudes for specific occupations in the Dictionary of Occupational Titles.

Computerized Guidance Systems

RATIONALE FOR USE: Use of computerized career guidance systems provides updated storage and retrieval of specific career data (skills and education requirements, nature of work, and occupational outlook). Students may work on it at various intervals over a period of time. Computerized guidance systems can reduce the Counselor's time and stimulate students to self-assessment in vocational choice.

SIGI-PLUS: is a computerized guidance system to help evaluate career goals and educational plans. It's components are:

- Introduction to system in an overview.
- Self-assessment section evaluates work-related values, interests and skills
- Search and information section lists a personalized group of occupations determined by students values and skills.
- Skills and Preparation assess what skills and education occupation choices will require.
- Coping/Deciding provides general information on financial aid, finding day care and time management.
- Plan of Action asks the user to set an immediate course of action with sample resume.

The section in SIGI-PLUS on Coping is seen as the most comprehensive unit and applicable to the goals and suited to the needs of displaced homemakers, single parents and non-traditional job seekers. As an intake/assessment tool SIGI-PLUS is especially suitable to those who respond to small group or one-to-one counseling.

DISCOVER: A computerized system, assists in the assessment of interests, skills, values, experiences, and level of education and relates these to occupation data. It provides systematic assistance in the career decision-making process.

DISCOVER contains six modules:

- Weathering Change
- Assessing Self and Identifying Alternatives
- Gathering Occupational Information
- Making Decisions
- Drafting Educational Plans
- Getting a Job

DISCOVER is also useful for instruction in basic career exploration in topics such as value clarification and decision making. The system can be used by adults on their own, with the aid of a counselor, or as a part of a structured career development class.

MISSOURI VIEW (MICRO-VIEW): Missouri View will aid students involved in career exploration to assess their likes, dislikes, strong and weak points. After the student selects several careers of interest they investigate their choice through SEARCH AND LEARN PROGRAM. Each of the 598 careers in the program describe the skills, opportunities, salary range and educational training required. Other components within MISSOURI VIEW are:

- MICRO BASIC VIEW highlights 200 jobs and is written on a low reading level.
- BASIC SEARCH AND LEARN is a microcomputer system with current occupational and vocational information on 200 careers written on a low reading level.

MISSOURI VIEW helps create awareness of nontraditional occupations in a programming or flagging code within the system. This part of the program allows a listing of non-traditional male and female occupations that relate to the Missouri State Department of Elementary and Secondary Education's vocational training programs.

Identifying the Job Market

Career exploration consists of several steps which ideally lead to a decision. When interests, abilities, aptitudes, skills and values are determined by the use of assessment instruments, the student is ready to identify job markets that most closely relate to the assessment results.

RESOURCES FOR OCCUPATIONAL INFORMATION: Some resources are going to be specific to the area in which the student lives. There are many resources to research occupations. A few used in existing programs are:

- **Occupational Outlook Handbook** (U.S. Bureau of Labor Statistics).
- **Dictionary of Occupational Titles** (U.S. Department of Labor)
- **What Color is Your Parachute?** Richard Bolles
- **How to Research an Employer,** Roger L. Nienkamp

EXPLORING NONTRADITIONAL CAREERS: An emphasis needs to be placed on nontraditional jobs and careers especially in regard to new technologies and new and emerging occupational fields. The Coordinator and the Counselor need to be aware of the changing opportunities in the market place that have been created by new technologies and services.

Some activities to introduce the student to nontraditional fields include: job sampling (student goes to actual job site), role models (women who are in a nontraditional field speak to the students), support literature describing the occupations.

Career Decision-Making and Planning

Defining the Process

The career decision-making process requires defining options, collecting occupational data, setting goals and clarifying values. Use of a decision-making model is recommended to provide a structure for students to consider all the variables in career planning.

Components of a Decision-Making Model

Utilization of a decision-making model is necessary in the goal setting and planning phase. The following model is recommended:

- DIAGNOSE the problem: in this case a need to select a career.
- PRESCRIBE: seek out various careers that would be suitable.
- IMPLEMENT: compare the careers that would be suitable.
- EVALUATE: using the information above, check out feelings about each career and the possible outcomes.

Goal Setting

Emphasis should be placed on goal setting to facilitate career decision making and planning. Use these time frames as a guide with students.

- Mini-range goals: one day to one month
- Short-range goals: one month to one year
- Long-range goals: next five years

Encourage students to use visualization and imagination to formulate goals. This can be used as an exercise in a workshop, by assigning students to write down their goals, and keep them to refer to and revise as they progress in the program.

See the end of the unit for the following support materials:

- Essentials of Good Decision Making
- Goal Setting
- Vocational Evaluation Center Planning Schedule

Planning Phase

The planning is one of the final stages of the counseling process. Students should be guided to translate career goals into a plan of action. This will involve selection of vocational training and outlining a specific career plan that can be implemented with a reasonable degree of success.

Individual Vocational Education Plan

The final stage of planning is the completion of the Individual Vocational Education Plan (refer to Standard Forms for a sample IVEP). The components of the plan include: a long range vocational goal, overall education plan, objectives for employment, a tentative vocational course listing and transition plan for placement. If needed, referrals to Adult Basic Education, General Education Diploma, Job Training Partnership Act are appropriate at this stage of planning.

Unit III
Support Materials

Fact Sheet - Women and Sex-Role Stereotyping of Self

Socialization is the gradual learning of attitudes, values, and behaviors appropriate to one's biological sex and to one's sex role in society.

- One effect of female socialization is a woman's readiness to modify her behavior to suit the expectations and reactions of others - especially the expectations and reactions of males who are perceived as being hostile to competitive, self-assertive, and self-expansive women (Rosen and Aneshensel, 1976).

- Women holding traditional values generally believe that a woman should not achieve recognition greater than that of her spouse or other significant men in her life (Lipman-Blumen, 1972).

- Some women adjust their behaviors to their own internalized sex-role stereotypes when they are confronted with the conflict of either expressing their competencies and succeeding in achievement situations or retaining the feminine image they hold. This conflict is referred to as the "fear of success." Women expect that success will be followed by negative consequences, either in the form of external rejection by others or in the form of a sense of a slipping away of their own femininity (Horner, 1972).

- Some females, needing to be viewed as feminine, reject or are anxious about certain behaviors and characteristics they associate with masculinity, e.g., independence, assertiveness, competence, competitiveness, leadership, power, or aggressiveness (Baruch, 1976).

- A woman's career choice may be related to her perceptions of how men view the ideal female (Hawley, 1971).

- A review of the "fear of success" studies suggests that the fear may be not of success, but of "sex-role deviance" (Tresemer, 1974).

- Cross-cultural sex-role socialization studies show that boys are pressured to behave as agents, doing and competing, whereas girls are encouraged to behave (a) through communicating with others and (b) through reflecting, talking, and reacting to outside stimuli (Block, 1973).

- A review of the literature on sex-role socialization concludes that girls are not encouraged to become independent. They are "protected" more than boys are and explore the environment less than boys do; therefore, they continue to be dependent on adults to solve their problems (Hoffman, 1972).

- Mental health clinicians judge the "healthy adult female" to be more submissive, less independent, less adventurous, more easily influenced, less aggressive, more "excitable in a minor crisis," more concerned about appearance, and less objective; to have feelings that are more easily hurt; and to have a greater dislike of math and science than the healthy adult or the healthy adult male. To be a healthy adult, then, a woman must deviate from the stereotype of the healthy female (Broverman et al., 1972).

To Be Powerful Is...

- To experience yourself as being in the center of your own lifetime process
- To experience life as abundant - filled with expanding opportunities available to and appropriate for you and others
- To make experiences and opportunities happen for you and for others
- To explore alternative attitudes, values, and behaviors and to choose ones that fit your needs and goals
- To recognize that it is alright to exercise your power
- To recognize that self-interest is related to self-esteem and self-respect
- To be able to identify your self-interests (goals, values, needs) and to act on them
- To be competent and to recognize your competence
- To gain access to concrete resources, to expertise, and to the status systems to which power is tied
- Not to be manipulative, cruel, violent, or insensitive; those are the extreme manifestations of power
- Not to be afraid of your own power and not to feel guilty about your desire for power
- To take control of your own life and to implement your present and lifetime goals
- To be at the center of your own lifetime process

SOURCE: *Freeing Ourselves*

1. Recognize your strengths and weaknesses and set your goals accordingly.
2. Decide what you value, what you believe in, and what you realistically would like your life to be like. Take inventory of your library of stored scripts and bring them up-to-date, with the psychological space you are in so they will serve you where you are headed.
3. Determine what your roots are. By examining your past, seek out the lines of continuity and the decisions that have brought you to your present place. Try to understand and forgive those who have hurt you and not helped when they could have. Forgive yourself for mistakes, sins, failures, and past embarrassments. Permanently bury all negative self-remembrances after you have sifted out any constructive value they may provide. The bad past lives on in your memory only as long as you let it be a tenant. Prepare an eviction notice immediately. Give the room to memories of your past successes, however minor.
4. Guilt and shame have limited personal value in shaping your behavior toward positive goals. Don't allow yourself to indulge in them.
5. Look for the causes of your behavior in physical, social, economic, and political aspects of your current situation and not in personality defects in you.
6. Remind yourself that there are alternative views to every event. Reality is never more than shared agreements among people to call it the same way rather than as each one separately sees it. This enables you to be more tolerant in your interpretation of others' intentions and more generous in dismissing what might appear to be rejections or put-downs in you.
7. Never say bad things about yourself; especially, never attribute to yourself irreversible negative traits, like stupid, ugly, uncreative, a failure, or incorrigible.
8. Don't allow others to criticize you as a person; it is your specific actions that are open for evaluation and available for improvement; accept such constructive feedback graciously if it will help you.
9. Remember that sometimes failure and disappointment are blessings in disguise, telling you the goals were not right for you, the effort was not worth it, and a bigger letdown later on may be avoided.
10. Do not tolerate people, jobs, and situations that make you feel inadequate. If you can't change them or yourself enough to make you feel more worthwhile, walk on out, or pass them by. Life is too short to waste time on downers.
11. Give yourself time to relax, to meditate, to listen to yourself, to enjoy hobbies and activities you can do alone. In this way, you can get in touch with yourself.
12. Practice being a social animal. Enjoy feeling the energy that other people transmit, the unique qualities and range of variablity of our brothers and sisters. Imagine what their fears and insecurities might be and how you could help them. Decide what you need from them and what you have to give. Then, let them know that you are ready and open to sharing.
13. Stop being so overprotective about your ego; it is tougher and more resilient than you imagine. It bruises but never breaks. Better it should get hurt occasionally from an emotional commitment that didn't work out as planned, than get numbed from the emotional insulation of playing it too cool.
14. Develop long-range goals in life, with highly specific short-range subgoals. Develop realistic means to achieve these subgoals. Evaluate your progress regularly and be the first to pat yourself on the back or whisper a word of praise in your ear. You don't have to worry about being unduly modest if no one else hears you boasting.

Barriers To Progress

The Number One obstacle for women re-entering training or employment is ***lack of confidence.***

Exercise: Problem Solving

1. Begin by writing out all the fears that could paralyze your progress.
2. List all the barriers that could keep you from attaining goals.
3. On a separate sheet of paper, consider what actions you can take to make the anxieties go away.

Example:

If you're "too old," what wardrobe and grooming changes can make you look younger?

If you're rusty or undereducated, what training programs and schools can bring you up to par?

If you're too inexperienced, what entry-level job would position you near the job you really want?

...jobs (learning varied skills) can lead you to your career goals.

1. I want to achieve the following goals:

   _____

   _____

2. What could keep me from reaching this goal?
   - _____ I don't want it badly enough to really work for it.
   - _____ I'm afraid that I might fail.
   - _____ I'm afraid of what others might think.
   - _____ Others don't want me to reach this goal.

   Some other reasons might be:

   _____

   _____

   _____

3. What are some things I can do so the above things don't keep me from reaching my goal?

4. Who can help me?

Name	Kind of Help
_____	_____
_____	_____
_____	_____

5. What are my chances for success?
   - _____ Very Good
   - _____ Good
   - _____ Fair
   - _____ Poor
   - _____ Very Poor

   Why do I feel this way?

   _____

   _____

   _____

6. What are some of the good things that might happen if I reach this goal?

   _____

   _____

   Why: _____

   _____

7. What is the worst thing that can happen if I don't reach this goal?

   _____

   _____

   Why? _____

   _____

8. What are the chances that the good things would happen if I reached the goal?

_____

_____

What could be done to increase the chances of reaching this goal?

_____

_____

9. Do I still want to try to reach this goal?
   - _____ Yes
   - _____ No
   - _____ Still Undecided

10. What are some first steps I could take to reach this goal?

_____

_____

11. What else must I do if I am really to succeed?

_____

_____

12. Am I going to take the above steps?
   - _____ Yes
   - _____ No
   - _____ Still Undecided

13. If my answer to Number 12 is "yes," I make the following self-contract:

SELF-CONTRACT

I, _____ *, have decided to try to achieve the goal of* _____ *. The first step I will take to reach this goal will be to* _____ *by* _____ *. My target date for reaching the goal is* _____ *.*

Signed: _____

Date: _____

Witnessed by: _____

Wrapping It Up

A. Before you leave, look in your packets for a piece of blank paper.

B. On that blank paper, write a letter to yourself.

1. In that letter, identify one clearly stated goal that you would like to achieve within a month.
2. Write how you plan to achieve it or what you will need to reach the goal.
3. State the deadline for achieving this goal (one month) and sign your name.
4. Fold the paper in thirds, with the blank side facing you and write your name and address (or if in school, your homeroom number).

C. (Facilitator collects "letters to myself" and explains they will be returned to participants within one month.)

Assertiveness and Effective Communication

This course is designed to help persons be aware of assertive, non-assertive, and aggressive behavior and learn how to choose appropriate responses to conflict situations. Emphasis is on listening and understanding others, identifying and expressing feelings, and communicating needs to others. Activities will focus upon practice of assertive skills in both simulated and personal situations for which students want to develop assertion skills and practical criterion for choosing appropriate behavior.

A. Objectives

1. To distinguish between assertive, non-assertive, and aggressive behavior.
2. To learn how to choose appropriate responses to conflict situations.
3. To develop listening skills.
4. To learn to identify and express own feelings.
5. To learn to communicate needs to others.
6. To practice using assertive skills.

B. Instructional Methods:

Text: Jakabowski and Lange, ***The Assertive Option***, 16mm films, cassette tape recorder, videotape recorders, and overhead transparencies will be utilized.

C. Learning Experience/Course Content:

The course will be taught by lecture, class discussion, and group activity methods. Audio-visual materals will be used when appropriate to the topic covered. The student should learn to listen and understand others, identify and express feelings, and communicate needs to others.

The major topics covered during the course are:

1. Personal assertiveness inventory
2. Distinguishing between assertiveness, non-assertiveness, and aggressive behavior
3. Listening for understanding
4. Listening for feelings
5. Methods of identifying and expressing needs
6. Role-playing in simulated or personal situations
7. Judging assertive behavior
8. Practice in assertiveness and effective communication

D. Evaluation

1. The students will be evaluated on their participation in class and their contribution to the group.
2. Each student will also be responsible for assignments to be completed outside of class and reported on in the group.
3. The students will be assigned a grade based on attendance at class meetings, class participation, completion of homework assignments, and quizzes.

Assertive Behavior Assessment for Women

The following questions will help assess your assertiveness. Circle the number that best describes you. If an item describes a situation unfamiliar to you, try to imagine what your response would be. KEY: 1 means never; 2 means rarely; 3 means sometimes; 4 means usually; and 5 means always. Be honest in your responses.

1.	I do my own thinking and make my own decisions.	1 2 3 4 5
2.	I can be myself around wealthy, educated, or prestigious people.	1 2 3 4 5
3.	I am poised and confident among strangers.	1 2 3 4 5
4.	I freely express my emotions.	1 2 3 4 5
5.	I am friendly and considerate toward others.	1 2 3 4 5
6.	I accept compliments and gifts without embarrassment or a sense of obligation.	1 2 3 4 5
7.	I freely express my admiration of others' ideas and achievements.	1 2 3 4 5
8.	I readily admit my mistakes.	1 2 3 4 5
9.	I accept responsibility for my life.	1 2 3 4 5
10.	I make decisions and accept the consequences.	1 2 3 4 5
11.	I take the initiative in personal contacts.	1 2 3 4 5
12.	When I have done something well, I tell others.	1 2 3 4 5
13.	I am confident when going for job interviews.	1 2 3 4 5
14.	When I need help, I ask others to help me.	1 2 3 4 5
15.	When at fault, I apologize.	1 2 3 4 5
16.	When I like someone very much, I tell them so.	1 2 3 4 5
17.	When confused, I ask for clarification.	1 2 3 4 5
18.	When someone is annoying me, I ask that person to stop.	1 2 3 4 5
19.	When someone cuts in front of me in line, I protest.	1 2 3 4 5
20.	When treated unfairly, I object.	1 2 3 4 5
21.	If I were underpaid, I would ask for a salary increase.	1 2 3 4 5
22.	When I am lonely or depressed, I take action to improve my mental outlook.	1 2 3 4 5
23.	When working at a job or task I dislike intensely, I look for ways to improve my situation.	1 2 3 4 5
24.	I complain to the management when I have been overcharged or have received poor service.	1 2 3 4 5
25.	When something in my house or apartment malfunctions, I see that the landlord repairs it.	1 2 3 4 5
26.	When I am disturbed by someone smoking, I say so.	1 2 3 4 5

27. When a friend betrays my confidence, I tell that person how I feel. 1 2 3 4 5

28. I ask my doctor all of the questions for which I want answers. 1 2 3 4 5

29. I ask for directions when I need help finding my way. 1 2 3 4 5

30. When there are problems, I maintain a relationship rather than cutting it off. 1 2 3 4 5

31. I communicate my belief that everyone in the home should help with the upkeep rather than doing it all myself. 1 2 3 4 5

32. I make sexual advances toward my husband or sex partner. 1 2 3 4 5

33. When served food at a restaurant that is not prepared the way I ordered it, I express my dissatisfaction to the food server. 1 2 3 4 5

34. Even though a clerk goes to a great deal of trouble to show merchandise to me, I am able to say "no." 1 2 3 4 5

35. When I discover that I have purchased defective merchandise, I return it to the store. 1 2 3 4 5

36. When people talk too loud in a theatre, lecture, or concert, I am able to ask them to be quiet. 1 2 3 4 5

37. I maintain good eye contact in conversation. 1 2 3 4 5

38. I would sit in the front of a large group if the only remaining seats were located there. 1 2 3 4 5

39. I would speak to my neighbors if their dog was keeping me awake with its barking at night. 1 2 3 4 5

40. When interrupted, I comment on the interruption and then finish what I am saying. 1 2 3 4 5

41. When a friend or spouse makes plans for me without my knowledge or consent, I object. 1 2 3 4 5

42. When I miss someone, I express the fact that I want to spend more time with that person. 1 2 3 4 5

43. When a person asks me to loan something and I really do not want to, I refuse. 1 2 3 4 5

44. When a friend invites me to join her or him and I really don't want to, I turn down the request. 1 2 3 4 5

45. When friends call and talk too long on the phone, I can terminate the conversation effectively. 1 2 3 4 5

46. When someone criticizes me, I listen to the criticism without being defensive. 1 2 3 4 5

47. When people are discussing a subject and I disagree with their points of view, I express my difference of opinion. 1 2 3 4 5

48. When someone makes demands on me that I do not wish to fulfill, I resist the demands. 1 2 3 4 5

49. I speak up readily in group situations. 1 2 3 4 5

50. I tell my children the things I like about them. 1 2 3 4 5

51. When my children make endless demands on my time and energy, I establish some firm notions about the amount of time I am willing to give. 1 2 3 4 5

52. When my husband calls to tell me he is bringing home an unexpected guest for dinner and I am very tired, I level with him about my feelings and request that he make alternative plans. 1 2 3 4 5

53. When one friend is not meeting all of my needs, I establish meaningful ties with other people. 1 2 3 4 5

54. When my own parents, in-laws, or friends freely give advice, I express appreciation for their interest and concern without feeling obligated to follow their suggestions. 1 2 3 4 5

55. When someone completes a task or job for me with which I am dissatisfied, I ask that it be done correctly. 1 2 3 4 5

56. When I object to political practices, I take action rather than blaming politicians. 1 2 3 4 5

57. When I am jealous, I explore the reasons for my feelings and look for ways to increase my self-confidence and self-esteem. 1 2 3 4 5

58. When a woman tells me she envies me, I accept her comments without feeling guilty or apologizing. 1 2 3 4 5

59. When I am feeling insecure, I assess my personal strengths and then take action designed to make me feel more secure. 1 2 3 4 5

60. I accept my husband's or sex partner's interests in other people without feeling I must compete with them. 1 2 3 4 5

Now total your scores. The higher your score, the greater is your level of assertive behavior.

HIGH - 300
MED. - 150
LOW - 75

A Comparison of Behavioral Styles

NONASSERTIVE	ASSERTIVE	AGGRESSIVE
INDIRECT or dishonest about feelings and wants	DIRECT and honest about feelings and wants	DIRECT and honest plus exaggerated and blameful; OR INDIRECTLY wants patronizing; or is sarcastic
Self-denying	Self-enhancing	
Inhibited	Expressive	
I'm NOT OK - You're OK	I'm OK - You're OK	I'm OK - You're NOT OK
I allow you to decide for me	I decide for myself; I hear from you and negotiate with you	I decide for myself and you
I let others control me	I control myself	I control others
"Do you think you could..." "Would you like to..."	"Will you..." "I would like to..."	"Why don't you..." "We're going to..."
Usually will not speak about other's behavior	"You...(factual statement)"	"You...(judgemental statement)"
Listens to others; little expression	Listens to others and expresses self	Little listening to others, expresses self
Thoughts and feelings usually must be requested by others; vague and indefinite response	"I think...What do you think?" "I feel...How do you feel about it?"	"We ought to...any objection?" "let's..."
Does not achieve desired goals	Achieves most goals; compromises (No battle! Everyone gets most of her/his needs met.)	Achieves most short-term goals; Undermines long-term goals. (Win the battle, lose the war!)

Six Easy Steps to Assertiveness

1. Observe and record your own behavior; log your experiences.
2. Focus on a *specific situation*, imagine it, analyze it, and review it.
3. Observe a good role model; discuss his/her behavior, if possible.
4. Consider alternative responses to number 2 and rehearse in your mind: a. the alternatives, b. the way you might have handled it.
5. Role play a situation with a friend and ask for feedback. Repeat.
6. Try out assertive responses in real life. Review, analyze, and backtrack, if necessary; observe the response others make to you. Reflect on the experience. Repeat.

* * * * * *

A Checklist

1. Clarify the situation and focus on the issue. What is my goal? What exactly do I want to accomplish?
2. How will assertive behavior on my part help me to accomplish my goal?
3. What would I usually do to avoid asserting myself in this situation?
4. Why would I want to give that up and assert myself instead?
   a. Am I holding on to irrational beliefs? If so, what are they?*
   b. How can I replace these irrational beliefs with rational ones?
   c. Have I as a woman been taught to behave in ways that make it difficult for me to act assertively in the present situation? What ways? How can I overcome this?
   d. What are my rights in this situation? State them clearly.
6. Am I anxious about asserting myself? What techniques can I use to reduce my anxiety?
7. Have I done my homework? Do I have the information I need to go ahead and act?
8. Can I...
   a. let the other person know I hear and understand him/her?
   b. let the other person know how I feel?
   c. tell him/her what I want?

Your Bill of Rights

1. The right to be treated with respect
2. The right to have and express your own feelings and opinions
3. The right to be listened to and taken seriously
4. The right to set own priorities
5. The right to say no without feeling guilty
6. The right to ask for what you want
7. The right to get what you pay for
8. The right to ask for information from professionals
9. The right to make mistakes
10. The right to choose not to assert yourself

Assertiveness Activity

Adults who return to school frequently indicate they are hesitant to express their true and honest feelings, to ask questions, or to state their beliefs.

The intent of this activity is to:

1. distinguish among assertive, non-assertive, and aggressive behaviors;
2. develop an awareness of the three behaviors in action;
3. practice using assertive behavior in a positive manner.

As a result of this activity, an adult learner can comfortably begin to incorporate assertive techniques into his/her daily routine. The individual, in turn, will develop more self-confidence in his/her interpersonal relationships.

Nonassertive, Assertive, and Aggressive Behavior

NONASSERTIVE behavior involves violating your own rights by failing to express your honest feelings, thoughts, and beliefs and permitting others to "walk over" you. It can also be expressing yourself in such an apologetic and self-effacing manner that others are invited to disregard you. The goal of nonassertiveness is to please others and to avoid conflict.

ASSERTIVE behavior involves standing up for your personal rights and expressing your thoughts, feelings, and beliefs in direct, honest, and appropriate ways which do not violate the rights of others. Assertiveness involves respect (not deference) for yourself by expressing your needs and defending your rights. It also involves respect for the needs, rights, thoughts, feelings, and beliefs of others.

AGGRESSIVE behavior involves standing up for your personal rights and expressing your thoughts, feelings, and beliefs in ways which can be dishonest, are usually inappropriate, and often violate the rights of the other person. Aggression is an attempt to dominate others and to insure that you win by forcing others to lose. This attempt to control may involve hostility, sarcasm, exaggeration, "steamrolling," or simply ignoring.

Endure

It may be strange to be talking about change under this heading. But to endure, we have to know how to survive the many changes set into motion when we make fresh career decisions.

The truth is that every change, good or bad, affects us by imposing "stress" which we experience in a variety of ways, for example, muscle tension, anger, headaches, stomach pain, fatigue.

Reading Stress

How do you experience stress (where does it get you)?

Dr. Thomas Holmes developed a scale to help us measure how much change we take at one time. His research suggested that too many changes, whether good or bad, in too short a time can cause stress that leads to serious problems for many people. Friends and family opposed to or slow to support our change can also create stress forces.

As a quick check on where you stand with respect to stress, calculate your total stress load on the Holmes Chart.

1. What does it suggest about your readiness to take on more change? (One warning here: Not all people have the same tolerance for stress. Some can take in stride more stress than others. So don't take this reading as absolute; filter in your judgement of what *you* can handle.)
2. Are you understimulated? Insufficient stimulus on the job is a surprising cause of stress, one often manifested in low motivation and depression. You may have too little challenge or too much time on your hands in your work. People have quit jobs because they were bored or unchallenged by their work. Consider the chart on the following page.

How Do You Handle Stressful Situations?
List your ways of coping:

Share in small groups your coping strategies.

Whole Group: (With board/newsprint listing.)
List your tactics for handling stress. Which would you characterize as "constructive"? Which would you call "destructive"?

Total Group Summary of Constructive and Destructive Tactics for Managing Stress
As you have already indicated, many constructive ways of coping with stress are available to you:

1. Cutting back on the demands you make on yourself or allow others to place on you.
2. Seeking new interests or outlets when you are underchallenged or in need of new ways to express your talents.
3. Sharing your concerns with someone you trust.
4. Changing the way you view things (especially after a good night's sleep).
5. Engaging in physical exercise.
6. Relaxing, from watching TV to doing deep muscle relaxation.

Several techniques for relaxation are included in the related readings for this session.

Remember:
It is not the existence of stress but how you handle stress that determines whether stress becomes problematic for you.

How Different Events Cause Stress

Dr. Thomas H. Holmes, a psychiatrist, and his colleagues at the University of Washington School of Medicine in Seattle have developed a "life-events scale" designed to measure the psychological stress that can be caused by various changes in life circumstances.

The scale, Dr. Beck points out, provides a "reasonably good correlation" between life changes and onset of depression and medical problems.

Studies by Dr. Holmes indicate that an accumulation of 200 or more "life-change units" in a single year may be more disruption than an individual can withstand–and make her/him vulnerable to illness.

EVENT	SCALE OF IMPORTANCE
Death of spouse	100
Divorce	73
Marital separation	65
Jail term	63
Death of close family member	63
Personal injury or illness	53
Marriage	50
Fired at work	47
Marital reconciliation	45
Retirement	45
Change of health of family member	44
Pregnancy	40
Sex difficulties	39
Gain of a new family member	39
Business readjustment	39
Change in financial state	38
Death of a close friend	37
Change to different line of work	36
Change in number of arguments with spouse	35
Mortgage over $10,000	31
Foreclosure of mortgage or loan	30
Change in responsibilities at work	29
Son or daughter leaving home	29
Trouble with the in-laws	29
Outstanding personal achievement	28
Wife begins or stops work	26
Begin or end school	26
Change in living conditions	25
Revision of personal habits	24
Trouble with boss	23
Change in work hours or conditions	20
Change in residence	20
Change in schools	20
Change in church activities	19
Change in recreation	19
Change in social activities	18
Mortgage or loan less than $10,000	17
Change in sleeping habits	16
Change in number of family get-togethers	15
Change in eating habits	15
Vacation	13
Christmas	12
Minor violation of the law	11

From **U.S. News & World Report**, 24 Sept. 1973, p. 51.

Now add up the point values of all the items checked. If you score 300 or more, statistically you stand an almost 80% chance of getting sick in the near future. If your score is 150 to 299, the chances are about 50%. At less than 150, about 30%.

Preventive Measures

The following suggestions are for using the Social Readjustment Rating Scale for the maintenance of your health and prevention of illness.

1. Become familiar with the life events and the amount of change they require.
2. Put the Scale where you and the family can see it easily several times a day.
3. With practice, you can recognize when a life event happens.
4. Think about the different ways you might best adjust to the event.
6. Take your time in arriving at decisions.
7. If possible, anticipate life changes and plan for them well in advance.
8. Pace yourself. It can be done even if you are in a hurry.
9. Look at the accomplishment of a task as a part of daily living and avoid looking at such an achievement as a "stopping point" or a "time for letting down."
10. *Remember,* the more change you have, the more likely you are to get sick. Of those people with over 300 Life Change Units for the past year, almost 80% get sick in the near future; with 150 to 299 Life Change Units, about 50% get sick in the near future; and with less than 150 Life Change Units, only about 30% get sick in the near future.

    So, the higher your Life Change Score, the harder you should work to stay well.

Time Management

This course is designed to instruct students in effective time management skills. Students learn to identify the time wasters in their life. They study Alan Lakein's six steps to effective time management. The topics of goal setting, scheduling, clarifying priorities, procrastination, and managing time during interruptions and crisis situations are covered in the course.

A. Objectives:

1. To develop the students' skills in effective time management.

2. To develop the students' skill in setting goals with measurable results and time allotments.

3. To develop the students' skill in identifying the five compulsive uses of time which retard productivity.

4. To develop management techniques to put these ideas to work. These techniques include the organizations of space and materials, the handling of interruptions and the use of time management techniques during crisis situations.

B. Learning Experiences:

1. Classroom lecture and discussion: Following the lectures, students and the instructor discuss the application of the time management techniques.

2. Books: No text book is required. Material from the following books is used for lecture material. Most of these books are available for the students to use throughout the duration of the class.

   (1) How to Get Control of Your Time and Your Life. Alan Lakein, New American Library Inc., 1973.

   (2) If You Don't Know Where You're Going You'll Probably End Up Somewhere Else. David Campbell, Ph.D., Argus Communication, 1974.

   (3) How to Put More into Your Life. Drew Scott, R. R. Donnelly & Sons Co., 1980.

   (4) About Time. Alec Mackenzie and Kay Cronkite Waldo, McGraw-Hill, 1981.

Adult College Re-Entry Network
Organizing Yourself to do Effective Schoolwork

A Place for You:

Walker Pauk says in How to Study in College, that one should approach college as systematically as one would approach any job or profession. A systematic approach means organization. You can begin the process of becoming a good student by organizing your life in specific, study-oriented ways.

Whether you are entering college for the first time or are beginning a Ph.D. program, the first thing you need to do is establish for yourself a place where you can study. Although your study space can be a library "stall", a room at home, a neighbor's attic, or your office away from home, the following considerations are important:

1. It should be a well lit place to which you have access during the hours you have established as your study times and where you can also work undisturbed by the people around you.

2. It should contain a small bookshelf (certainly this can be a temporary bricks-and-board arrangement), where you can keep materials for your reference, including dictionaries, a thesaurus, writing manuals, journals, books from the library, and textbooks.

3. There should be some kind of storage containers for papers, notebooks, pens, erasers, typing paper, carbon paper, folders, index cards, and so on.

4. You should have a large, flat writing surface (a desk or table), for studying, reading, and writing and a comfortable, straight-backed chair (mind you, not a chair that is too comfortable, like an easy chair--you don't want to fall asleep).

5. There should be a call calendar on which to note semester assignments, exam schedules, and other important dates.

A Time for You:

The second step in setting up good study conditions for yourself is to establish the times when you will be studying. According to an instructor of an adult "survival skills" course, "For adult students, one of the biggest problems is unknowingly over-commiting themselves--the lack of good time management." It is obvious that the more older students are multifaceted people who have many responsibilities other than their schoolwork. The addition of the student role to these responsibilities often overcrowd an already busy schedule. What usually happens is that older students try to "fit in" their studies between and after other obligations; this approach almost guarantees disaster. Keep in mind the following considerations when planning your time schedule:

1. Develop a weekly schedule as soon as you know your class schedule (what classes you are taking and when). Good students tend to gain control over their time by establishing definite study periods for themselves.

2. Add to such a schedule times for medical or dental appointments, shopping, going out with friends, family gatherings, and so on. The point we want to make is that you should decide what is important (time with spouse, studying, time with children, physical fitness) and translate those priorities into time slots on a schedule. Everything else is then planned around those assigned times.

3. Research on work efficiency and fatigue has shown that people work most effectively when they "study intensively for about fifty minutes, and then rest for ten minutes."

4. Most people find that they are able to work or study at peak efficiency at certain times during the day or night. For some, the best time to study is early in the morning. For others, it is mid-evening. Do you know what your peak times are? Try to schedule at least some of your study hours during these times.

5. Isolate yourself from you family when you are studying at home. Early mornings are a good time to do this.

6. Allow study time for each class you are taking. Although this varies from class to class, the general rules is to study for two hours out of class for every hour you spend in class.

7. Set up your schedule so that you stagger daily assignments with longer-term assignments (such as papers or art projects). In this way, you will avoid suddenly finding that a large assignment is due in a couple of days.

8. Talk to other older students about the ways they have found to save time.

Consumer Buying

This course covers subject areas dealing with personal financial planning, using credit, selecting for purchase and budgeting for a family food supply and guidelines for shopping and saving on home and family purchases.

A. Objectives:

1. To encourage students to determine their net worth of personal possessions by filling out cash and financial record sheets.

2. To assist the student in setting personal financial goals and in maintaining a budget and checking account.

3. To expose the students to financial decision making regarding food purchases, family and home selections.

4. To teach basic concepts of menu planning, including the importance of the Basic Four Food Groups, providing students with healthy, economical meals.

5. To instruct the students in unit pricing and labeling information in order to make proper selections of food and clothing.

6. To make the student aware of advertising and its uses, as well as sale differences.

7. To discuss different types of credit and loans in relation to home purchases.

B. Course Content

1. Determining student's net worth through the use of financial data sheets.

2. Establishment of financial goals and reasons for budgeting.

3. Checking account simulation.

4. Cash loans and using credit wisely.

5. Twelve (12) rules for shopping and saving, extra cost of being broke.

6. How to comparison shop, use a calendar of buying for best item purchases.

7. Twenty (20) ways to shop and save for food, calendar of fruits and vegetables.

8. Unit Pricing.

9. Product labeling.

10. Uses of advertising and its deceptions.

11. Basic four (4) food groups.

12. Menu planning.

13. Four (4) goals to meal planning.

14-16. Depending upon the needs of the class, additional topics are covered. Examples: Selection and differences between life insurance, selection of clothing, consumer rights, filling out income taxes, wills, selection of home appliances.

C. Learning Experiences

1. Lecture - a lecture-type format will be followed with the exception of in-class assignments.

2. Group Discussions - these occur throughout the course on a variety of topics.

3. In-Class Assignments - checking account simulation and menu planning.

4. Homework - including some research work with periodicals.

5. Filmstrips.

6. Guest Lecturers.

D. Materials

1. Checking Account Simulations.

2. Several Handouts.

E. Evaluation and Policy

1. Attendance is a requirement for this class, as well as participation.

2. Grades are based on a combination of exam scores, assignments, participation and attendance.

3. Exams are given approximately three times in the course. Points range.

Managing Home and School, Significant Others, and Their Needed Support
Group Discussion and Activities
(1 hour 30 minutes)

I. Making the commitment

A. Family approval
1. Discuss ideas and plans with family members
2. Be able to express feelings, needs, wants
3. Let family be included in decision-making as change in role may be threatening to others

B. Setting priorities
1. List what is important in your life - family, church, home, job, school, etc.
2. Rank items in order of importance
3. What will you give up or give less than 100% in order to add school to an already busy schedule?

C. Steps in planning
(See "A Planning Schedule for Making It Happen.")

II. Getting Organized

A. Homework I
1. Talk with family about sharing responsibilities at home
2. Work together to make out a schedule of household tasks - who will do them, when they should be done

B. Homework II (See "Organizing Yourself to do Effective Schoolwork")
1. A place for you
2. A time for you

III. Avoiding the traumas
Self inflicted barriers to returning to school

A. Lack of confidence
1. Period of transition
   a. Re-entry workshop
   b. Study skills
   c. Improve listening, memory, note-taking
   d. Learn to take exams, prepare papers
2. Improve basic skills
   a. Reading
   b. Writing
   c. Math
3. Take continuing education courses for "fun" before taking classes for credit

B. Feeling you won't fit in
   1. Many adults returning to school today - you will not be alone
   2. Be yourself and know what you want for yourself

C. Youth-age competition
   1. Fear of not being able to keep up with younger students
      a. Irrational fear
      b. Recent discoveries about adult intelligence and learning capacity
      c. Adults are usually better students than when they were younger - motivation!
   2. Compete with yourself - not with others

D. Guilt feelings
   1. Caused by not as much time to spend with family and doing for family
   2. Feelings of guilt are often exaggerated and self-created
   3. Attempt to allay guilt by taking on too much - being Superwoman
   4. Often the result of inadequate communication with the family
      a. Hesitate to discuss new interests for fear of creating resentment
      b. Usually shut family out, thus contributing to the situation
   5. Discuss feelings of guilt, needs, interests, ideas to help lighten burden of guilt and also to enrich family relationships.

Source: Lenz, E. and Shaevitz, M.J. So You Want to Go Back to School: Facing the Realities of Re-Entry. New York, McGraw-Hill, Inc. 1977, p. 153-168, 173-176, 197-222.

Essentials of Good Decision Making

1. **Definition:**
   I must define completely what I am making a decision about.

2. **Alternatives and Assessment:**
   If I am to choose, then I should have more than one option to consider carefully. (Search out as many alternatives as possible, but set limits because too much data can be paralyzing.)

3. **Autonomy:**
   I must be independent of others as much as possible. The challenge is to take charge of one's own life gradually. (Whether the person you consult gives you specific information or tells you what they would do "if they were you," it is really important to keep in mind that this person is *not* you. *You* must make the decision to fit *your* needs and *your* value system.)

4. **Risk Taking:**
   I need to strike a delicate balance between being too cautious and too adventurous. (Risk taking can refer to physical, intellectual, or emotional risks.) Many people need to expand their risk-taking limits to maximize the attractions of growth and minimize the attractions of safety.

5. **Timing:**
   I must set a reasonable time limit for making the decision. (Procrastination, impulsiveness, or simply poor timing are common errors.)

6. **Responsibility:**
   I must assume responsibility willingly for my decision-making behavior and its consequences. When I let others make my decisions, I avoid guilt and don't have to own the consequences but I give up being in charge of my own life.

7. **Values:**
   My decisions are influenced by my values (sometimes not fully understood by me). Getting in touch with the real me and clarifying my values helps me make good decisions.

SOURCE: **PROJECT CHOICE**

Things to Think About

- Are my goals consistent with my personal characteristics, abilities, and opportunities?
- What is the relationship between my immediate goals and my distant goals?
- What is the time limit necessary to reach my immediate goals? Can I do it?

Things to Plan in Writing

Long-term goals:

1. _____
2. _____
3. _____

Immediate goals - things I want to do starting right now:

1. _____
2. _____
3. _____

In reaching my immediate goals, is there anything I can do before tomorrow? What specifically?

What can I realistically have accomplished by one week from today?

What, specifically, can I do within one month to implement or reach my goals?

WILL I DO IT?

VOCATIONAL EVALUATION CENTER
Planning Schedule

Goals are vital to your success. Goals give direction to your life. They help you to overcome confusion and conflict over desires, actions and values. They help you to concentrate your energies and efforts toward a better life. This planning schedule can help you to organize your efforts to achieve your educational goals.

1. List your long-term vocational goals and reasons for wanting to reach these goals.

Vocational Goals	Reasons
a. _____	a. _____
b. _____	b. _____
c. _____	c. _____
d. _____	d. _____

2. List intermediate goals you will need to achieve in order to reach your long-term goals.

a. _____

b. _____

c. _____

3. Indicate your closest short-term educational goal.

_____

4. Describe specifically your plan for achieving your short-term goal.

_____

_____

5. What resources will you plan to use to help reach your goals? (Resources are human and non-human. Human resources involve anything you or another person can do. Non-human resources include things such as time, money, or material possessions.)

a. _____	e. _____
b. _____	f. _____
c. _____	g. _____
d. _____	h. _____

Unit III
Counseling
List of Resources

Resources

The following list is recommended resources available in the Project SERVE catalog. Resources may be borrowed by Missouri educators for three weeks. To order, call toll free 1-800-392-7217, or write to:

Project SERVE
Instructional Materials Laboratory
10 London Hall
University of Missouri-Columbia
Columbia, Missouri 65211

Resources

BOOKS

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VIDEOS

Entrepreneurship For Women: Escape From The Pink Collar Ghetto

Go For It (Women in Nontraditional Occupations)

It's OK To Be Good (Junior High - Principles of Technology)

It's Okay To Say No Way (YWCA - Preventing Teenage Pregnancy)

It's Your Turn (Women in High Tech)

NOW - National Organization For Women: Celebrating 20 Years

Teleconference - Men & Women Communicating - Myra and David Sadker - December, 1986

Why Not A Woman (Women in Nontraditional Occupations)

Working Equal (Women in Nontraditional Occupations)

Unit IV
Employment Preparation and Job Development

Employment Preparation and Job Development

I. Pre-employment Preparation
   A. Job Application
   B. Personal Data Sheet
   C. Interview Techniques and Behavior
   D. Proper Appearance
   E. Thank You Acknowledgements
   F. Job Search

II. Job Development
   A. Develop List of Leads
   B. Develop a Job Club

III. Follow-up
   A. Utilize Vocational 180 Day Follow-up
   B. Develop Monthly Schedule
   C. Develop Annual Survey

Pre-employment preparation includes a series of learning activities that are universal to the employment application process including, the job application; personal data sheet; cover letter; resume; interview techniques and behavior; proper appearance; and thank you acknowledgements. Instruction should be provided in each of the activities. There are numerous curricular materials available at the Instructional Materials Laboratory as well as others identified in the resource section.

Job Application

The job application is sometimes the first impression an applicant makes on the prospective employer. Students should be instructed on the proper way to fill out an application form. It is essential that the application form be filled out neatly, clearly, and completely.

Application forms vary among companies, but most request the following information:

- Personal information
- Work experience
- Education and training
- Military status
- Salary requirements

Also, many forms include a place to give references and list office skills.

The Coordinator should give students the opportunity to practice filling out a sample application during a workshop session.

The student will be better prepared to complete the job application by taking along the following:

- Pens that write well.
- An accurate list of names, addresses, and dates relevant to education and work experiences.
- A list of the job titles held in the past.
- A list of responsibilities in previous jobs, the skills and training received, types of machines operated.
- A list of references with up-to-date addresses and telephone numbers.
- Copies of reference letters.

Some tips for students to make a good impression with the application form:

- Ask for two copies of the form. Use one copy as a rough draft (to keep as a record) and one copy as a final draft.
- Read through the entire form before starting to fill it out.

- Follow all directions. If it says to print, then print. Type whenever possible.
- Use a pen. Never use a pencil.
- Fill in all the blanks. If a question does not apply, mark it N/A (not applicable).
- Write "to be discussed" or "negotiable" in the blanks by questions concerning salary requirements.
- Reread the application form. Check each of the responses for accuracy and neatness.
- Sign the application form.

Personal Data Sheet

This is a personal biography. Give students these major headings and questions and encourage them to complete the details at home.

- EDUCATION: List the names and addresses, years attended, and majors and degrees earned of high schools, colleges, and graduate schools. Outline favorite subjects, awards, clubs, and achievements.
- HOBBIES/INTERESTS: List past and present activities and interests and how long involved.
- MEMBERSHIP IN ORGANIZATIONS: Include civic, political, cultural, professional, social, religious, etc. Briefly state why it is important.
- SKILLS: List all skills developed in formal or informal training or experience. Rate degree of competence.
- JOBS: Includes all jobs held, paid or unpaid, long-term or temporary. List most significant contributions to employer.

Cover Letter

A cover letter should always be used when mailing resumes to employers and employment agencies, or when responding to advertisements and personal referrals.

The cover letter should focus on the employer's needs by stating the benefits and values the employer will receive by hiring the student.

The cover letter should be brief, containing not more than three or four paragraphs.

In the first paragraph state the position for which application is being made and the purpose of the letter. If answering an ad, give the name of the newspaper and the date. Training, education, and experience should be explained to the employer.

In the second paragraph, summarize qualifications and emphasize additional qualifications that will benefit the employer.

The third paragraph should call attention to the enclosed resume. Request an interview at the employer's convenience. Include telephone numbers and suggest times when available for the next two weeks.

The cover letter should be typed in an appropriate business format and be free of errors.

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Resume

A resume will reflect some of the information students have on the Job Application and Personal Data Sheet. A resume should be clear, neat, and honest on one typewritten page in outline form, with correct spelling, punctuation, and grammar.

A chronological resume includes these basic elements:

- Name, address, and telephone number.
- Career objective or position desired.
- Educational background: List degree(s) earned, major course of study, school(s), and date of graduation. Also include any workshops attended, vocational education, or special training experiences.
- Work experience: List jobs held, beginning with the most recent and continuing in reverse chronological order. Include dates of employment. Give a brief description of duties of each job held.
- Personal information: Describe personal interests or characteristics that make a valuable employee. Stating birthdate, marital status, or any other personal information is optional.

A functional resume includes all the same information, except a brief paragraph at the beginning stating the student's most saleable strengths. This is a good form to use if the recent work history does not indicate the qualifications for a particular position. Also, hobbies, interests, achievements, and awards may be included as a summary at the end.

Interview Techniques and Behaviors

Encourage students to prepare for the interview appointment by finding out as much as possible about the company and the description of the job. They should use this information to formulate questions to ask during the interview.

Students should have a clear idea of how to respond to questions that are typically asked of an applicant in an interview. If time and budget allow, tape record or videotape students in a role-play interview. This will give practice with feedback to the student. Some typical questions to practice are:

- Tell me about yourself.
- Why do you want to work for this company?
- What are your strengths and weaknesses?
- Why do you think we should hire you for this job?
- Why did you leave your last job?
- What has been your greatest accomplishment?
- What goals have you set and how have you accomplished them?

Here are some basic tips for proper behavior in an interview:

- Enter the room with confidence.
- Greet the interviewer by name.
- Extend a hand in greeting.
- Wait for an invitation to be seated.
- Sit down and relax. Keep hands open in the lap and your feet flat on the floor. Sit up straight.
- Find out how long the interview is scheduled.
- Be respectful, not cute, in your remarks. Appreciate the interviewer's jokes, but don't tell jokes yourself.
- Do not smoke or chew gum.
- Make eye-to-eye contact with the interviewer; don't look out the window or at the floor.
- Listen during the interview; make notes later.
- Do not drag out your answers, but don't be curt or too brief either.
- Show confidence and enthusiasm about wanting to work for the company.
- Stay cool, even under stressful interview techniques.
- Ask well-thought-out questions about the company and the future of the job.
- Do not ask about salary and benefits until it appears you will be offered the job.
- Be alert to the time factor. Halfway through the interview, find a time to ask questions.
- Near the end of the interview, if you want the job, say so.
- Thank the interviewer for the time and consideration given to you.

Proper Appearance

A simple rule to tell students about what to wear in an interview is, dress one step higher than you would if you were on the job you are interviewing for. Dress conservatively. Pay attention to pressed clothing, manicured nails, and personal cleanliness. Makeup and hair style should be natural and neat. Refer to John Molloy's *Dress for Success*.

Thank You Acknowledgements

Inform students that a thank you letter is a step in the employment process. The thank you acknowledgement should always follow an interview. The letter should be no longer than two paragraphs. In the first paragraph, thank the interviewer for processing the application and for conducting the interview. In the second paragraph, include a statement about how you feel your qualifications meet or fail to meet the requirements of the position and indicate whether you would like to be considered for the position or for another position in the future.

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Job Search

Some of the work of the job search should be completed by the students during the assessment and career exploration sessions.

Two general resources are:

Dictionary of Occupational Titles (U.S. Department of Labor) which includes over 20,000 occupations under three categories: data, people, and things.

The Occupational Outlook Handbook (U.S. Bureau of Labor Statistics) includes 700 occupational briefs that are grouped into 13 clusters of related jobs.

The majority of job seekers depend on employment ads in the newspapers. However, statistics show that less than 15% of all jobs are filled this way. Students need to be informed of the many other sources such as:

- The telephone book, especially the yellow pages
- Personnel offices of universities, hospitals, factories, and corporations
- Public libraries have many resources such as, trade and business directories and journals.
- School and college counselors
- University and college career centers
- Civil Service offices
- Private employment agencies
- Chamber of Commerce
- Labor unions
- State Employment Office - Job Service
- Temporary employment agencies

See the following Support Materials at the end of this unit:

- Resume Wording
- Skills Identification
- The Ten Hottest Transferrable Skills
- Adaptive Skills

Develop List of Leads

A list of potential employers needs to be developed from the following community contacts:

- Placement office of school
- Temporary employment agency
- Local State Job Service
- Chamber of Commerce
- Local Industrial and Economic Development Commission

Additional leads may be obtained through newspaper employment ads and informal networking (informing merchants and business people about trained students).

Develop a Job Club

The purpose of a job club is for single parents and homemakers to join together for mutual support and share job leads. Speakers may be brought in to teach effective job hunting techniques.

Two types of job clubs to consider are informal and formal, depending on the students' preference and budget restrictions.

INFORMAL: Small groups meet for coffee and conversation. Newspapers and resume assistance are provided by the students. Students run the group and are responsible for making contacts and follow-up.

FORMAL: Larger groups led by a professional counselor. Community speakers are invited to speak. Follows a statement format and more formal agenda. Provides information on advertised and hidden job markets. Support materials are provided (telephone, copy machine, reference materials, etc.)

Suggestions: Keep the group task-oriented. Critique the weekly progress of group members. Ask the members of the job club to write a weekly performance self-evaluation.

Follow-up of students and their employers is an ongoing process to insure community input into quality programs. It provides a mechanism for evaluating goals, determining placement, and insuring program effectiveness.

Utilize Vocational 180 Day Follow-Up

Information on student placement/follow-up may be obtained from the Vocational Guidance Counselor in regard to the 180 Day Follow-Up for all students including these targeted.

Develop Monthly Schedule

As long as a student is participating in any one of the services of the program, a monthly contact should be made either in the training program and/or on a job for the purpose of providing support toward retention and completion of a Individual Vocational Education Plan. A follow-up system should be developed to insure a minimum of one monthly contact.

Annual Follow-Up

Both the employer and the student should be surveyed to determine the appropriateness of the programming to the needs of the students.

A formal evaluation and informal questionnaire should be administered annually.

Resources for Pre-Employment Preparation

Daggett, Willard R. *The Dynamics of Work*. Cincinnati: South Western Publishing Company, 1984.

Hegar, Kathryn. *Careers in Business*. Boston: Houghton-Mifflin Company, 1985.

Lussier, Donald E. *The Homemakers Complete Guide to Entering the Job Market*. Englewood Cliffs: Prentice Hall, Inc., 1984.

The Catalyst Staff. *Marketing Yourself*. New York: Bantam Books, 1980.

Unit IV
Support Materials

Resume Wording

Resumes are written in a language very similar to that used in classified ads or auditors' reports. The style is factual, concise and space-conserving. A resume is a statement of facts, not opinions, generalizations or personal convictions. "It has always been my fervent hope ...," - "In this industrial jungle of dog-eat-dog ...," and other such strong personal or editorial comments have no place in a resume.

The words you use in your resume are very important when presenting your qualifications to an employer. You should start each of your phrases with a positive, action oriented word. The following list of function words to describe skills and examples of areas of effectiveness may be helpful to you in making the process just a little bit easier.

accomplish
achieve
act
adapt
adjust
administer
advertise
advise
affect
analyze
anticipate
apply
approach
approve
arrange
assemble
assess
assign
assist
attain
author
budget
calculate
catalog
chair
clarify
collaborate
communicate
compare
conceive
conceptualize
conciliate
conduct
consult
contract
contribute
control
cooperate
coordinate
counsel
create
define
delegate
demonstrate
design
detail
determine
develop
devise
direct
distribute
draft
edit
educate
encourage
enlist
establish
estimate
evaluate
examine
exchange
execute
expand
expedite
facilitate
familiarize
forecast
formulate
fund raise
generate
govern
guide
handle
hire
identify
implement
improve
increase
influence
inform
initiate
innovate
inspect
install
institute
instruct
integrate
interpret
interview
investigate
invest
lead
maintain
manage
manipulate
market
mediate
merchandise
moderate
modify
monitor
motivate
negotiate
obtain
operate
organize
originate
participate
perceive
perform
persuade
plan
present
preside
problem solve
process
produce
promote
propose
provide
publicize
publish
recommend
reconcile
record
recruit
rectify
re-design
relate
renew
report
represent
research
resolve
review
revise
scan
schedule
screen
select
serve
speak
staff
standardize
stimulate
summarize
supervise
survey
synthesize
systematize
teach
team build
train
transmit
update
utilize
write

Examples Of Areas Of Effectiveness

administrator
analyst
artist
communicator
community organizer
community relations
coordinator
consultant
counselor
cross-cultural relations specialist
definer
designer
developer
director
editor
educator
evaluator
fund raiser
financial researcher planner
forecaster
group leader
group facilitator
information specialist interpreter
interviewer
liaison
manager
marketing specialist
media specialist
mediator
negotiator
operations analyst
organization analyst
organizer
personnel specialist
persuader
planner
program developer
program analyst
promoter
public relations expert
reporter
researcher
research analyst
sales
supervisor
systems analyst
systems designer
systems expert
therapist
trainer
writer

GENERAL PHRASEOLOGY

Here are some examples of expressions and phrases applicable to specific sections of the resume. You may find these helpful both in the choice of words as well as in content.

Job Objective

- Opportunity to utilize technical and supervisory experience in the field of _____.
- Offer _____ years of practical experience in _____ qualifying for a position as _____.
- A _____ position utilizing interest and training in the _____ industry.
- _____ trainee leading to account executive position with progressive organization.
- Major interest in a position in _____ with opportunity for further specialization later.
- To be affiliated with a _____ company as _____ where responsibility may lead to top management level.

Educational Background
College Training

- Graduated in upper _____ percent of class.
- Financed expenses with _____-year scholarship.
- _____ percent expenses financed by personal earnings and past savings.
- On Dean's List during _____ years of college.
- Earned special commendation for highest achievement in _____.

Other training programs or diplomas to indicate intensive formal education, you may wish to choose from the following examples:

- Have taken courses in _____ at _____ as part of self-improvement program.
- Have successfully completed company-sponsored training program in_____.
- Extensive home-study course in _____.
- Completed _____ years technical training courses at _____.
- Following high school graduation, have taken variety of courses whenever time and employment permitted. These include _____, _____, _____, _____.
- As a plan for continued study in the field of _____, have completed the following courses: _____, _____, _____, _____.

Work Experience (showing evidence of growth or special achievement)

- Promoted to _____ position with enlarged responsibilities and _____ percent increase in salary.
- Within _____ years of employment with the company, was promoted to the following positions: _____, _____, each with a substantial increase in salary.
- As supervisor of the _____ department, initiated a new system of _____, which reduced yearly operating costs by ____ percent and increased profits by over $ _____.
- Started as _____ with a staff of _____. Within _____ years was promoted to position of _____ with a staff of _____.
- As __(Job Title)__, directly supervised #_____ of employees.
- Have working knowledge of operation and maintenance of the following equipment: _____, _____, _____, _____.
- Secretarial skills: typing: _____ words per minute. Stenography: ____ per minute. Operate the following office machines: _____, _____, _____, _____.
- Started as _____, promoted to position of _____ within a period of _____ years.

Personal Information
(Include only if relevant. Avoid mentioning areas that may be used to discriminate against you).

- Served in Peace Corps from _____ to _____.
- Speak, read and write _____, _____.
- Security Clearance; Top Secret.
- Active in local and national civic organizations as time permits.
- Active in community and civic projects such as _____.
- Member of the following professional associations: _____, _____, _____.
- Varied outside interests include _____, _____.
- Willing to relocate.
- Job related interests:_____, _____, _____.

References

- On request. Please do not contact present employer before interview.
- Portfolio of work available for review.
- References available upon request.
- Personal interview will provide the opportunity to review my portfolio and to explore my qualifications.
- Copies of transcripts and letters of recommendation available.

Skills Identification

Be as careful as possible in completing these "Skills Identification" worksheets. This information is the basis for your resume. This information will also assist you greatly in completing job application forms. (Most job application forms differ from one to the next; therefore, an application form is not included here.) Keep this "Skills Identification" material with you throughout your job search.

Name: _____
Address: _____
Telephone: _____ Date: _____

Homemaker-Related Skills
Job Title: _____
From: _____ To: _____ From: _____ To: _____
Total number of years as full-time homemaker: _____

Skills: From the following list of homemaking-related job skills, underline each skill which you possess. In the space provided after each skill listing, write out what you did to acquire the skill (be specific). List and explain (say what you did to acquire the skill) additional skills which you have. Your homemaking skills are valuable. Treat them as prized assets, because they are.

Financial Management

1. Budgeting (family, church, organizations, etc.)
   _____
   _____

2. Maintenance of family financial records or financial records for an organization (paying bills, reconciling checkbooks, making investments, etc.)
   _____
   _____

3. Cost analysis (when you think about the best buy and list your purchasing choices)
   _____
   _____

4. Comparative shopping (every time you shop for the best buys in groceries, household items, furniture, appliances, insurance, property, investments, etc.)
   _____
   _____

5. Preparation of state and federal income tax forms
   _____
   _____

6. Other _____
   _____

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Public Relations

1. Fund raising _____
   _____
2. Working in a campaign (political, financial, church, etc.)
   _____
   _____
3. Writing a newsletter, an article, a press release, etc.
   _____
   _____
4. Tour-guide activities _____
   _____
5. Public speaking _____
   _____
6. Entertaining _____
   _____
7. Negotiating _____
   _____
8. Other _____
   _____

Administration

1. Activity supervisor (supervising community or personal projects - a party, a scout troop, a church group, etc.)
   _____
   _____
2. Planner (scheduling time; setting priorities; writing goals, objectives, lists of activities, etc. - for community or personal projects) Example: a week of menu preparation for a large group
   _____
   _____
3. Activities coordinator (acting as liaison between persons or groups involved in projects - rummage/garage sales, banquets, school carnivals, etc.; obtaining resources - people, materials - for projects, programs, meetings, etc.)
   _____
   _____
4. Office manager _____
   _____
5. Other _____
   _____

Technical Skills

1. Writer (articles, grant applications/proposals, poems, stories)

2. Researcher

3. Teacher (crafts, bird watching, songs, archery, camping skills, etc.)

4. Child care

5. Animal care

6. Nursing

7. Chauffeuring

8. Lay counseling (crisis intervention and routine counseling)

9. Typing

10. Bookkeeping (for family business)

11. Home maintenance, repair, and beautification:
    - Home weatherization (weatherstripping, caulking, etc.)
    - Plumbing (major/minor)
    - Woodworking (repair or construction)
    - Rehabilitation - paneling, interior painting, wallpapering, tile installation (floor or wall), etc.
    - Exterior house painting
    - Interior decorating
    - Flower arranging
    - Landscaping
    - Caring for lawn, flower garden, etc.
    - Household technician (housekeeping skills)
    - Other

Useful Arts

1. Chef skills _____
2. Sewing _____
3. Other needlework (knitting, crocheting, quilting, etc.)
4. Designing (clothing, furniture, etc.)
5. Arts/crafts _____
6. Gardening _____
7. Canning/preserving food
8. Other _____

Fine Arts

1. Painting, sketching, drawing, etc.
2. Other _____

Additional Homemaking-Related Skills

_____

_____

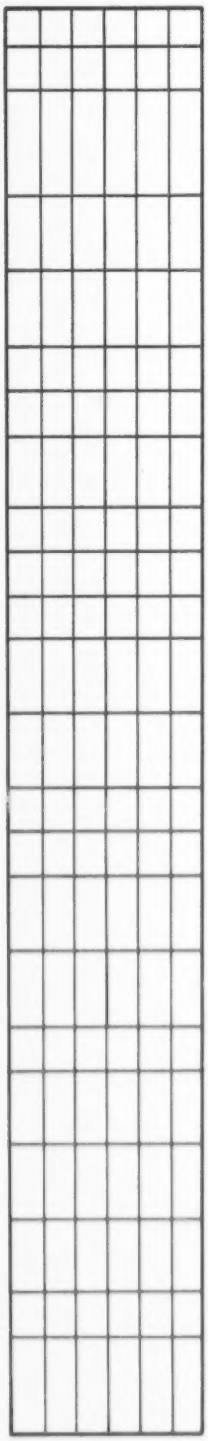
The Ten Hottest Transferable Skills

(Adapted from Howard Figler's book, The Complete Job Search Handbook)

		(1) Experiences (Past or Present)	(2) Courses (Past, Present, or Future)
1.	Budget Management		
2.	Supervising		
3.	Public Relations		
4.	Coping With Deadline Pressure		
5.	Negotiating/ Arbitrating		
6.	Speaking		
7.	Writing		
8.	Organizing/ Managing/ Coordinating		
9.	Interviewing		
10.	Teaching/ Instructing		

Your Transferable Skill Experiences

	(3) In courses you are now taking or will take, how could you develop these skills?	(4) What courses or activities might you include in your future plans that would give you an opportunity to develop your skills?
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		



1. ACCURATE: without errors or mistakes; careful; precise.
2. ACTIVE: energetic; vigorous; capable of functioning.
3. ANALYTICAL: having the power to analyze; demonstrating the ability to separate a thing into its parts; being able to examine a thing's parts to find out its essential meaning.
4. ARTISTIC: exhibiting art in one's endeavor; creative; talented; skilled in the fine arts such as sculpture, music, or literature.
5. ARTISTIC: done skillfully and tastefully; keenly sensitive to aesthetic values.
6. ASTUTE: possessing a keen and penetrating mind; perceptive.
7. CALM: peaceful; quiet; undisturbed; composed.
8. CAUTIOUS: having or showing caution; prudence to avoid danger or evil.
9. CAUTIOUS: careful; circumspect; wary.
10. COMPETENT: qualified; capable; fit.
11. COMPETITIVE: to oppose or compete.
12. CONCERNED: involved or interested; interest in or regard for a person or thing; to care.
13. COURAGE OF CONVICTIONS: ability to stand up for one's beliefs; ability to declare what one believes is right or wrong.
14. CREATIVE: imaginative; artistic; or intellectual inventiveness.
15. DEFT: quick; sure; dexterous.
16. DIPLOMATIC/TACTFUL: adroit and skillful in dealing with people; suave.
17. DISCREET: prudent; keeping silent or preserving confidences; careful.
18. DYNAMIC: energetic; vigorous; forceful.
19. EMPATHETIC: the complete understanding of another's feelings or motives; perceptive; understanding.
20. FIRM: not yielding easily to pressure or force; solid; resolute; not easily changed; determined.
21. FORESIGHTED: power to see or realize beforehand what is likely to happen in the future.
22. HONEST: fairness; truthfulness; freedom from deceit or fraud.
23. HUMANIZE: merciful; considerate; civilize; refine; give a human nature or character; to make human; to become human or humane.

24. LEADING: guiding; direction.
25. LISTENER: one who attends closely to hear well; one who pays close attention to a message.
26. LOGICAL: reasoning correctly; progressing from point to point in a rational manner; reasonable.
27. OPEN-MINDED: free from prejudice or bigotry; not closed to new ideas; liberal front; candid; direct; honest.
28. OUTGOING: sociable; expansive; friendly.
29. PARTICIPATIVE: demonstrating the ability to take part, share, participate.
30. PERCEPTIVE/AWARE: keen insight or intuition; penetrate; perceive quickly and easily.
31. PERSISTENT: refusing to give up; enduring; persevering.
32. PIONEERING/INITIATIVE: to prepare or open the way; to start, introduce, originate new methods or ideas.
33. PLANNER: one who plans; one who arranges or designs programs, projects for purposes in the future.
34. REFLECTIVE: to consider, think seriously; contemplate.
35. RELIABLE: dependable; trustworthy.
36. RESPONSIBLE: answerable, accountable for one's behavior; able to distinguish between right and wrong; to think and act rationally.
37. RISK-TAKING: ability to plunge into unknown and possibly hazardous territory; ability to take chances.
38. SENSIBLE: emotionally or intellectually aware; showing or having good sense or sound judgement; intelligent.
39. SENSITIVE: highly perceptive or responsible intellectually, emotionally, effectively, aesthetically.
40. SHOWMANSHIP (sic): the ability to present things well; the capacity to expose or publicize one's self or one's work in a creative manner.
41. SOPHISTICATED: urbane, worldly-wise; knowledgeable, perceptive, subtle; highly complex, refined or developed.
42. THINKING ON YOUR FEET/DECISIVE: having or showing decision making ability, having or giving a clear result; ability to make decisions quickly/spontaneously.
43. VERSATILE: competent in many things, adaptable.
44. VIGOROUS: forceful or powerful; strong and energetic; active.
45. WARM: having or showing enthusiasm, zeal, affection.
46. ZEALOUS: being ardent and active; interest; enthusiastic; intent in pursuit of anything.

(Bobbi Whitaker, 1975)

Workshop Development

Workshops

Established Single Parent/Homemaker Programs hold a series of workshop sessions to facilitate the process of the students who want to enter training or education programs.

The major mode of communication to the program participants is through workshops. These workshops guide the students in:

SELF CONCEPT:
- Confidence Building
- Assertiveness Training
- Stress Management
- Time Management
- Family and Work Relationships
- Peer Support
- Assessment
- Career Exploration
- Career Decision Making and Planning

PRE-EMPLOYMENT PREPARATION:
- Job Application
- Personal Data Sheet
- Interview Techniques and Behavior
- Proper Appearance
- Thank you Acknowledgements
- Job Search

BASICS IN WORKSHOP DEVELOPMENT:
To ensure successful workshops the Coordinator and Counselor must do planning and research. The workshop must be promoted through advertising, and finally it must be presented in an interesting, organized fashion.

The following are suggestions on structuring a basic workshop:

PLANNING:
Research each topic, especially for the most current information. Write out your objectives with your audience in mind. Three factors that affect the program design include facilities (where will it take place), timing (when will it be held), and equipment (props, audiovisuals, handouts). Make a timetable and remember to schedule breaks.

PROMOTING:
Advertise the workshops in local papers. Give advance notice to ensure participants enough time to pre-register. Advertise the program with professionally done brochures and display ads. Time press releases to correspond to all other advertising. Prepare office staff to help callers pre-register and understand the focus of the workshops.

PRESENTING:
Variety is the key to successful workshops. Start out with an overview of the series of workshops and inform participants about what they may expect to gain from attendance. Be sure everyone, including the presenter, is wearing a name tag. use handouts, audiovisuals, guest speakers, role models, etc. to promote awareness of your topic. Encourage participants to take an active part through open discussion, reading aloud, and writing down responses to questionnaire type handouts.

Be enthusiastic in the presentation and show appreciation of their attendance. Be professional in appearance, be an expert on the subject matter; be friendly and approachable in general.

See Support Materials in Unit III, to use with appropriate workshops.

Technical Assistance

Technical Assistance

PROJECT SERVE:
Sex Equity Resources for Vocational Educators provides a resource library, free support materials (resource catalogs, brochures, and posters), and a computer bulletin board system with a toll free number (1-800-392-7219).

MVRC:
Missouri Vocational Resource Center provides instructional materials for vocational educators in the form of curriculum guides, workbooks, technical manuals, films, and videos. MVRC provides free instate loan, technical services and automated bibliographic search and retrieval.

VECM:
Vocational Education Curriculum Materials database is a comprehensive, centralized, computerized, information source on vocational curriculum materials, workbooks, learning modules, slides, and tapes. Each VECM entry includes information about the curriculum product: title, educational level, targeted population, and availability source.

To order resources from Project SERVE, MVRC, and VECM call toll free 1-800-392-7217 or write to:

Instructional Materials Laboratory
10 London Hall
University of Missouri-Columbia
Columbia, Missouri 65211

DESE:
Department of Elementary and Secondary Education, Special Vocational Services, P.O. Box 480, Jefferson City, Missouri 65102. 314/751-2661. Georganna Beachboard, Director; Eunice Harris, Supervisor; Susan Haeffner, Secretary.

Missouri Career Information Hotline:
A statewide toll-free information line designed to provide resource referrals for: education and training, financial aid, and job hunting strategies. Co-sponsored by the University of Missouri Extension and Career Planning and Placement Center, University of Missouri, Columbia, Missouri 65211.

Resources

Resources

Displaced Homemaker Network. Suite 187, 1010 Vermont Avenue N.W., Washington, D.C. 20005. This is a clearinghouse for displaced homemakers. DHN serves as a referral and technical link and publishes a bi-monthly newsletter, *NETWORK NEWS*, covering policy issues and resources.

Missouri Vocational Opportunities Program, A Nontraditional Careers Dissemination Program. Prepared by the Mineral Area College Consortium: East Central College, Union, Missouri; Jefferson College, Hillsboro, Missouri; Mineral Area College, Flat River, Missouri.

Occupational Outlook Handbook. U.S. Department of Labor, Bureau of Labor Statistics, Bulletin 2205. 1984-85 edition. Government Printing Office, Washington, D.C. 20402.

Project SERVE: Sex Equity Resources for Vocational Education 1989 Catalog. Missouri Vocational Resource Center. Instructional Materials Laboratory, University of Missouri, Columbia, Missouri.

The Nuts and Bolts of NTO: How to Help Women Enter Nontraditional Occupations. Second edition. Jo Shuchat Sanders, 1986, Scarecrow Press, Inc., Metuchen, New Jersey.

Vocational Planner's Guide, Carl D. Perkins Vocational Education Act of 1984. P.L.98-524; Missouri Department of Elementary and Secondary Education, July 1986. Describes the client served, the mechanics of program planning and Model RFP funding requirements.

Sample Support Materials furnished by:

CAREER CONNECTION, Mineral Area College, Flat River, Missouri.

CAREERS FOR HOMEMAKERS, St. Louis Community College, St. Louis, Missouri.

NEW DIRECTIONS REGIONAL CENTER, Columbia, Missouri.

Standard Forms
- Samples -

Individual Forms
Program Forms

SINGLE PARENT OR HOMEMAKER INTAKE FORM

Social Security Number _____ Beginning Date _____ Year _____ Quarter ___

Process Code:____ Year _____ Quarter _____
D - Dropped
C - Completed

Placed:_____
O - Original
R - Related
N - Nonrelated
U - Unemployed

Date: _____

Financial Aid Factor ____

1. Contact Information
First Name _____ Last Name _____ Other _____

Street _____

City _____ State ___ ZIP _____ County _____

Home Telephone ( )_____ Work Telephone ( ) _____

Birth Date _____ Sex (__M__F) Marital Status (M - Married, P - Separated, S - Single)

2. Educational Level:
a. __ Under High School
b. __ High school grad/GED
c. __ Post High school
d. __ College graduate
e. __ Post college
f. __ Graduate degree
g. __ Educationally disadvantage
h. __ No response

3. Number/Age of Children
Number of Children ___
Number of Dependents __
___ 0-2 years
___ 3-5 years
___ 6-12 years
___ 13-18 years
___ 19-21 years
___ Over 21 years
___ No response

4. Out of Labor Force:
a. __ Less than 1 year
b. __ 1-5 years
c. __ 6-10 years
d. __ Over 10 years
e. __ Never employed
f. __ Currently working
g. __ No response

5. Work History (in labor force)
a. __ 0 - 1/2 year
b. __ 1/2 - 2 years
c. __ 3 - 5 years
d. __ 6 - 10 years
e. __ 11 - 15 years
f. __ 16 - 20 years
g. __ 21 - 25 years
h. __ 26 - 30 years
i. __ 31 - 35 years
j. __ 36 years or more
k. __ No response

6. Gross Family Income
a. __ 0 - 5,000
b. __ 5,001 - 7,500
c. __ 7,501 - 10,000
d. __ 10,001 - 12,500
e. __ 12,501 - 15,000
f. __ 15,001 - over
g. __ No response

7. Race
a. __ White Non-Hispanic
b. __ Black Non-Hispanic
c. __ American Ind./AK Native
d. __ Hispanic
e. __ Asian/Pacific Islander
f. __ Non-resident alien
g. __ No response

8. Income Source
a. __ Social Security
b. __ AFDC
c. __ Child Support
d. __ Maintenance
e. __ Unemployment benefits
f. __ Disability benefits
g. __ Wages
h. __ VA (retirement)
i. __ VA (education)
j. __ None
k. __ Other
l. __ No response

9. Sources of Client Contact
a. __ Radio or TV
b. __ Newspaper
c. __ Brochures
d. __ Counselor
e. __ Friend
f. __ Other
g. __ No response
Enter person's name or agency name here
_____
_____

10. Client Eligible Under
a. __ Single Parent
b. __ Homemaker
c. __ Displaced Homemaker
d. __ Male Nontraditional
e. __ Female Nontraditional
f. __ Girls and Women 14-25
g. __ Pregnant Female
h. __ No response

11. AVTS or Community College:_____ 12. Regional Center Number: _____

13. Work History:

List most recent job experience:

DATES	COMPANY	DUTIES/RESPONSIBILITIES	HOW LONG

14. Volunteer History:
Have you ever done volunteer work? Yes ___ No ___

a. __ Church
b. __ School
c. __ Hospital
d. __ Community Organizations
e. __ Gov't/Nonprofit agency
f. __ Other:

If yes, please give:

DATES	ORGANIZATIONS	DUTIES/RESPONSIBILITIES	HOW LONG

15 I understand that all of the information on this and any other project record is STRICTLY CONFIDENTIAL. Any information which might be used for statistical purposes may contain my name, but will not be released to the general public.

I authorize the project to consult with and release any pertinent data to support services, prospective employers, and/or training personnel on my behalf.

_____
Participant's Signature Date

Client Contact Sheet

Contact Information

1. Legal Name: _____
2. Other Name: _____
3. Street: _____ City: _____

   State: _____ _____ Zip: _____ County: _____
4. Home Phone: _____
5. (If no phone, give name and phone number where a message can be left for you.)

   Name: _____ Phone: _____
6. Age: _____ Date of Birth: _____ Social Security Number: _____
7. MUST YOU EARN INCOME SUFFICIENT TO SUPPORT YOURSELF AND/OR YOUR FAMILY?

   Yes ____ No____
8. Original contact by:

   a. ____ phone b. ____ walk-in c. ____ referral d. ____ other
9. Comments: _____

   _____

   _____

   _____
10. Action Taken: _____

    _____

    _____

    _____
11. Agency Contact Person: _____ _____

    name date

MODEL SINGLE PARENT OR HOMEMAKER CLIENT
DETERMINATION OF GREATEST NEED

Client Name or ID _____

	(1 to 10 possible)	POINTS
Age		_____
Evaluation & Training		_____
Length of Training		_____
Dependents		_____
Income		_____
Work Activity		_____
Work History		_____
	(70 points possible) TOTAL	_____

To determine the priority status, rank the clients with the highest points to the lowest points.

CLIENT NAME	POINTS
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Model Single Parent or Homemaker Client Determination of Greatest Need
(Priority Scheduling via Mathematical Evaluation)

POINTS	1	2	3	4	5	6	7	8	9	10
Age	10-20	21-25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61 plus
Education and Training	15	14	13	12	11	10	9	8	7	6 and below
Length of Training (Weeks)	13	26	39	52	65	78	92	104	130	*Less than 208
Dependents	1	2	3	4	5	6	7	8	9	10 plus
Income	$18,000 plus	16,001 - 18,000	10,001 16,000	12,001 14,000	10,001 12,000	8,001 10,000	6,001 8,000	4,001 6,000	2,001 4,000	0 - 2,000
Work Activity (absent from paid employment)	0-6 months	6 months-2 years	3-5 years	6-10 years	11-15 years	16-20 years	21-25 years	26-30 years	31-35 years	36 plus years
Work History (years working)	36 plus years	31-35	26-30	21-25	16-20	11-15	6-10	3-5	½-2	0-½ year

*Not a four-year degree

COMPREHENSIVE INDIVIDUAL VOCATIONAL EDUCATION PLAN

OBJECTIVES	DATE ATTAINED
Objective 1:	
Objective 2:	
Objective 3:	
Objective 4:	
Objective 5:	
Objective 6:	
Objective 7:	
Objective 8:	

VOCATIONAL COURSES NEEDED	(Date Enrolled or Planned)

SERVICES NEEDED	(Date Enrolled)

INDIVIDUAL VOCATIONAL EDUCATION PLAN

An Individual Vocational Education Plan (IVEP) is recommended for each single parent, homemaker, displaced homemaker, girls and women 14-25 years old, male or female in a nontraditional program.

The Individual Vocational Education Plan must contain the following seven (7) components:

1. Documentation of a client's eligibility for services;
2. Assessment done to document the need for services and what benefits can be gained from training;
3. The long-range vocational goal;
4. A tentative listing of vocational, related courses and other courses to meet the client's overall education plan;
5. One or more annual goals with specific emphasis on the goals and objectives for employment;
6. Description of the vocational services and activities essential for the client's entry into vocational education; and
7. Transition plan for the client upon leaving the program (long-range plans for placement in the world of work or for further training).

Attached is a SAMPLE IVEP that can be used as a guide in developing the local IVEP.

In addition to the above required components, the following are recommended for your consideration to be included in the IVEP:

1. Academic Achievement (if appropriate);
2. Information on vocational aptitudes, interests and abilities; and
3. Client strengths and weaknesses.

The district administrator should determine the confidentiality of the IVEP information and establish procedures for protecting the confidentiality, if needed.

INDIVIDUAL VOCATIONAL EDUCATION PLAN

Name: _____ Date: _____

Prepared with: (counselors) _____

Long Term, Career/Vocational Goal: _____

_____

	Services Needed/ Provided	Date Targeted	Date Completed
Short Term Goal: _____			
_____			
_____			
Objective(s): _____			
_____			
_____			
_____			
Comment(s): _____			
_____			
_____			
(signed) _____			
Short Term Goal: _____			
_____			
_____			
Objective(s): _____			
_____			
_____			
_____			
Comment(s): _____			
_____			
_____			

(signed) _____

Quarterly Report

NOTE: Each quarter should NOT be combined with the previous quarter's data except for completing the total.

1. Indicate the number enrolled in each category.
2. Indicate the number of each male nontraditional, according to race.
3. Indicate the number of each female nontraditional, according to race.
4. Indicate the number of girls 14-25 years of age, according to race.
5. Indicate the number of pregnant females, according to race.
6. Indicate the total number of black people served.
7. Indicate the total number of white people served.
8. Indicate the total number of people served from races other than black or white.
9. Indicate the number of new clients.
10. Indicate the number of continuing clients.
11. Indicate the number of clients per age category.
12. Indicate the number of clients per highest grade completed.
13. Indicate the total number of dependents the clients have.
14. List the total number of children the clients have and also their appropriate age categorization.
15. Indicate how many clients fell into each category of time out of the labor force.
16. Indicate how many clients fell into each category of work history in the labor force.
17. Indicate how many clients fell into each category.
18. Indicate income source for each client.
19. Indicate the manner by which the client heard about the project.
20. Indicate the number of clients receiving each of the orientation services.

SCHOOL NO: QUARTERLY AND ANNUAL REPORT _____ Regional Center

Category	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	TOTAL
PROFILE OF CLIENTS SERVED					
1. SINGLE PARENTS					
HOMEMAKERS					
DISPLACED HOMEMAKERS					
Male/Black					
Male/White					
Female/Black					
Female/White					
Male/Other					
Female/Other					
2. MALE NONTRADITIONAL					
Black					
White					
Other					
3. FEMALE NONTRADITIONAL					
Black					
White					
Other					
4. GIRLS 14-25					
Black					
White					
Other					
5. PREGNANT FEMALE					
Black					
White					
Other					
6. TOTAL BLACKS					
7. TOTAL WHITES					
8. TOTAL OTHERS					
9. NO. OF NEW CLIENTS					
10. NO. OF CONTINUING CLIENTS					
11. AGE OF CLIENT					
20 - under					
21 - 30					
31 - 40					
41 - 50					
51 - 60					
61 - UP					

SCHOOL NO: QUARTERLY AND ANNUAL REPORT

_____

_____
Regional Center

Category	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	TOTAL
PROFILE OF CLIENTS SERVED					
12.EDUCATIONAL LEVEL					
Under H.S.					
H.S. Grad/GED					
Post High School					
College Grad.					
Post College					
Graduate Degree					
Educationally Disadvantaged					
No Response					
13.NUMBER OF DEPENDENTS					
NUMBER OF DEPENDENTS					
14. NUMBER AND AGE OF CHILDREN					
NUMBER OF CHILDREN					
0 - 2 years					
3 - 5 years					
6 - 12 years					
13 - 18 years					
19 - 21 years					
Over 21 years					
No response					
15.OUT OF LABOR FORCE					
Less than 1 year					
1 - 5 years					
6 - 10 years					
Over 10 years					
Never Employed					
Currently Employed					
No response					
16. WORK HISTORY (IN LABOR FORCE)					
0 - 1/2 year					
1/2 - 2 years					
3 - 5 years					
6 - 10 years					
11 - 15 years					
16 - 20 years					
21 - 25 years					
26 - 30 years					
31 - 35 years					
36 years or more					
No response					

SCHOOL NO: QUARTERLY AND ANNUAL REPORT _____ Regional Center

Category	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	TOTAL
PROFILE OF CLIENTS SERVED					
17.GROSS FAMILY INCOME					
0 - 5,000					
5,001 - 7,500					
7,501 - 10,000					
10,001 - 12,500					
12,501 - 15,000					
15,001 - over					
No response					
18.INCOME SOURCE					
Social Security					
AFDC					
Child Support					
Maintenance					
Unemployment Benefits					
Disability Benefits					
Wages					
VA (retirement)					
VA (education)					
None					
Other					
No response					
19.SOURCES OF CLIENT CONTACT					
Radio or TV					
Newspaper					
Brochures					
Counselor					
Friend					
Other					
No response					

SCHOOL NO: QUARTERLY AND ANNUAL REPORT _____ Regional Center

Category	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	TOTAL
PROFILE OF CLIENTS SERVED					
20.ORIENTATION					
Number of Clients in:					
Career Counseling					
Career exploration					
Individual					
Group					
Total					
Career Decision Making					
IVEP'S					
21.SUPPORT SERVICES					
Assessment					
Self-Esteem Building					
Stress Management					
Family/wk Relation					
Job Readiness Trng					
Free 1 Category					
Free 2 Category					
Free 3 Category					
Free 4 Category					
Free 5 Category					
22.FOLLOW-UP AND EVALUATION					
Educational Placements					
Clients Placed in Home Institution					
Enrolled Credit Hours					
Enrolled Program Length					
Client Placed in Other Institution					
Enrolled Credit Hours					
Enrolled Program Length					
23.FOLLOW-UP AFTER TRAINING					
Original occupation					
Related occupation					
Nonrelated occupation					
Unemployed					

(Circle one): 1st Quarter 2nd Quarter 3rd Quarter 4th Quarter

15. OUTREACH

List community agency, organization, and media presentations--

_____

_____

_____

_____

Community agency and organization network--

Agency	Presentation Contact	No. of Client Referrals	
		TO	FROM

Other Outreach _____

_____

_____

_____

16. SUPPORT SERVICE: Please provide a narrative describing the support services provided to clients. This should include name and location of seminars.

DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
Division of Vocational and Adult Education

Vocational Education Activities

SINGLE PARENT/HOMEMAKER

County/District Code __ __ __ - __ __ __

If any part of the eligible recipient's Title II-A allocation is used for **SINGLE PARENT/HOMEMAKER** purposes, complete this form and return it with an FV-4 form.

Please use the space below, and additional sheets as necessary, to describe the objectives of the planned service.

OBJECTIVES (What services are to be provided for how many?)	**ACTIVITIES** (How are the services to be provide?)

DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
Division of Vocational and Adult Education

Vocational Education Activities

SEX BIAS/STEREOTYPING

County/District Code __ __ __ - __ __ __

If any part of the eligible recipient's Title II-A allocation is used for **SEX BIAS/STEREOTYPING** purposes, complete this form and return it with an FV-4 form.

Please use the space below, and additional sheets as necessary, to describe the objectives of the planned service.

OBJECTIVES (What services are to be provided for how many?)	**ACTIVITIES** (How are the services to be provided?)

Number: 6-920-004
1/86

FV-4 Equipment & Other

DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
Division of Vocational and Adult Education
P.O. Box 480, Jefferson City, Missouri 65102

Application for Authorization to Purchase Equipment, Teaching Aids or Other Items for Vocational Programs

PLEASE READ INSTRUCTIONS ON REVERSE SIDE.

Fiscal Year Ending June 30, _____	District Code	Local Education Agency (LEA)
Program Codes (Program and Type)		Mailing Address
Description of Program		City and Zip Code

Items Submitted For Approval

Description of Items	Quantity	Estimated	
		Unit Cost	Total Cost
		$	$
		Total Estimated Cost	$

FOR STATE OFFICE USE ONLY

County District	School Number	Program Code	Area Code	Year Paid	Year Chg.	Purpose	Expenditure	Reimbursement	State	Federal	Source	Section Code
							$	$	$	$		

Program Director

State Director of Vocational Education

Approval Date

MO 500-01304

Instructions

Three copies of this *Application for Authorization* are to be submitted with the FV-1 forms to the Director of Vocational Finance. After they have been processed, one copy indicating the approved items will be returned to the LEA. The Certification Section at the bottom of this page should be completed prior to sending it to the State Office for approval. A separate *Application for Authorization* must be filed for each program or service area and each type of program. Only those items having prior approval on this application may be claimed for reimbursement.

District Codes: Enter the district codes used by the Department of Elementary and Secondary Education for payment purposes.

Local Education Agency: Report the official name of the school district, the mailing address, city and zip code.

Program Codes and Description of Program: A separate *Application for Authorization* must be filed for each program or service area and each type of program. The program code will, therefore, always be a two-part code as illustrated on the program code list inlcuded with the instructions for completing Form FV-1.

SIGN BELOW

CERTIFICATION

The local education agency hereby requests authorization to purchase equipment or teaching aids as described on the reverse side of this form to be used for instruction in programs approved under the provisions of the Carl D. Perkins Vocational Act of 1984.

It is understood that the title to equipment and teaching aids is to be vested in the school district with accountability to the Department of Elementary and Secondary Education. No disposition or diversion of use may be made without written approval. If such property is sold or no longer used for the purpose permitted in the Act, the Department of Elementary and Secondary Education is to be credited with its share of the value as determined by the sale price or fair value.

It is further understood that the LEA will furnish the Department information required for supporting claims for funds and maintaining inventory records.

Date _____ Signed _____
(Chief School Administrator)

Number: 6-920-002B
1/86

Form FV-2 (Equipment)

DEPARTMENT OF ELEMENTARY
AND SECONDARY EDUCATION
Division of Vocational and Adult Education
P.O. Box 480, Jefferson City, Missouri 65102

Reimbursement for Equipment, Teaching Aids or Other Items for Vocational Programs

PLEASE READ INSTRUCTIONS ON REVERSE SIDE BEFORE COMPLETING.

Program Codes (Program and Type)	Description of Program

Items For Which Reimbursement is Claimed

(1) Date Purchased	(2) From Whom Purchased	(3) Description of Item Attach Invoices	(4) State Use Only	(5) Expenditure	(6) Check No.
				$	

Instructions

Submit two (2) copies of this form for each level of each program area to the Director of Vocational Finance, Missouri Department of Elementary and Secondary Education, Jefferson City, Missouri 65102.

Program Code & Description of Program—The Program Code is a two-part code as illustrated on the code list sent with instructions for Form FV-1.

Column (1)—**Date Purchased**—This is the date of obligation by written purchase agreement (purchase order, letter, or contract). Expenditures for the acquisition of equipment, supplies, teaching aids, etc., will be considered as an expenditure in the fiscal year in which the funds were obligated by a purchase agreement or legal contract.

Column (2)—**From Whom Purchased**—This is the vendor or person with whom the agreement is made.

Column (3)—**Description of Item**—This should be a short identifying statement of the item. Detailed descriptions, serial numbers and other information should be outlined on the invoice supporting the transaction.

Column (4)—**State Use Only**—Do not complete.

Column (5)—**Expenditure**—This is the amount paid for the items purchased. Show deductions on invoices for discounts, credits, and other memos. Freight costs are considered as part of the equipment expenditure. Only items approved on Form FV-4 may be reimbursed. An **equipment** item is a unit of furniture, an instrument, a machine, an apparatus or a set of articles which does not meet the criteria of being a supply. **Supplies** are those items which (1) are consumed in use; (2) lose their shape or identity with use; (3) are expendable, that is, it is more feasible to replace it than repair it; or (4) are inexpensive. **Other** expenditures are those which represent services such as utilities, communications, transportation, etc.

Column (6)—**Check No.**—This is the check which represents payment for the items described.

Total Expenditure—Total Column (5).

SIGN BELOW

CERTIFICATION To: Division of Vocational and Adult Education Jefferson City, Missouri 65102 We hereby certify that the information reported herein is correct to the best of our knowledge and belief.	Date Signed: District Administrator:

132124

Number: 6-920-0028
1/86

Form FV-2 (Equipment)

DEPARTMENT OF ELEMENTARY
AND SECONDARY EDUCATION
Division of Vocational and Adult Education
P.O. Box 480, Jefferson City, Missouri 65102

Reimbursement for Equipment, Teaching Aids or Other Items for Vocational Programs

PLEASE READ INSTRUCTIONS ON REVERSE SIDE BEFORE COMPLETING.

Program Codes (Program and Type)	Description of Program

Items For Which Reimbursement is Claimed

(1) Date Purchased	(2) From Whom Purchased	(3) Description of Item Attach Invoice	(4) State Use Only	(5) Expenditure	(6) Check No.
				$	

Instructions

Submit two (2) copies of this form for each level of each program area to the Director of Vocational Finance, Missouri Department of Elementary and Secondary Education, Jefferson City, Missouri 65102.

Program Code & Description of Program—The Program Code is a two-part code as illustrated on the code list sent with instructions for Form FV-1.

Column (1)—**Date Purchased**—This is the date of obligation by written purchase agreement (purchase order, letter, or contract). Expenditures for the acquisition of equipment, supplies, teaching aids, etc., will be considered as an expenditure in the fiscal year in which the funds were obligated by a purchase agreement or legal contract.

Column (2)—**From Whom Purchased**—This is the vendor or person with whom the agreement is made.

Column (3)—**Description of Item**—This should be a short identifying statement of the item. Detailed descriptions, serial numbers and other information should be outlined on the invoice supporting the transaction.

Column (4)—**State Use Only**—Do not complete.

Column (5)—**Expenditure**—This is the amount paid for the items purchased. Show deductions on invoices for discounts, credits, and other memos. Freight costs are considered as part of the equipment expenditure. Only items approved on Form FV-4 may be reimbursed. An **equipment** item is a unit of furniture, an instrument, a machine, an apparatus or a set of articles which does not meet the criteria of being a supply. **Supplies** are those items which (1) are consumed in use; (2) lose their shape or identity with use; (3) are expendable, that is, it is more feasible to replace it than repair it; or (4) are inexpensive. **Other** expenditures are those which represent services such as utilities, communications, transportation, etc.

Column (6)—**Check No.**—This is the check which represents payment for the items described.

Total Expenditure—Total Column (5).

SIGN BELOW

CERTIFICATION To: Division of Vocational and Adult Education Jefferson City, Missouri 65102 We hereby certify that the information reported herein is correct to the best of our knowledge and belief.	Date Signed: District Administrator:

MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
SPECIAL VOCATIONAL SERVICES

VOCATIONAL EDUCATION CLASS SUMMARY — SINGLE PARENT OR HOMEMAKER

6-130-004
3-88

☐ SECONDARY 42-04 ☐ POSTSECONDARY 42-07 ☐ ADULT 42-10

SCHOOL NAME

SCHOOL CODE | TELEPHONE NUMBER

RETURN TO ▶

DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
SPECIAL VOCATIONAL SERVICES
P.O. BOX 480
JEFFERSON CITY, MISSOURI 65102

C.I.P. CODE*	SINGLE PARENT					HOMEMAKER					DISPLACED HOMEMAKER				
	BL	WH	AI	AP	HIS	BL	WH	AI	AP	HIS	BL	WH	AI	AP	HIS
_____ M _____ F															
_____ M _____ F															
_____ M _____ F															
_____ M _____ F															
89.002 ** M _____ F															
PROGRAM COMPLETERS *** M _____ F															

Indicate in the table above the total number of enrollees in your Single Parent/Homemaker Program in each of the categories as defined below, i.e., sex and race.

DEFINITIONS:

BL	- Total number of black students enrolled
WH	- Total number of white students enrolled
AI	- Total number of American Indian/Alaskan native students enrolled
AP	- Total number of Asian or Pacific Islander students enrolled
HIS	- Total number of Hispanic students enrolled
Single Parent	- Unmarried or separated with minor child
Homemaker	- Adult removed from labor market with diminished marketable skills
Displaced Homemaker	- Divorced, separated, widowed, disabled spouse

NOTE:

* Persons in a regular reimbursed vocational education program (i.e., 17.0101, Dental Assisting)
** Persons receiving services of outreach, orientation, support service and follow-up only
*** Indicate the total number of enrollees in the program who complete

MO 500-1580 (3-88)

MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
SPECIAL VOCATIONAL SERVICES

6-130-003
2-88

VOCATIONAL EDUCATION CLASS SUMMARY - SEX BIAS

☐ SECONDARY 43-04	☐ POST SECONDARY 43-07	☐ ADULT 43-10

SCHOOL NAME

SCHOOL CODE | TELEPHONE NUMBER

RETURN ▶

DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
SPECIAL VOCATIONAL SERVICES
P.O. BOX 480
JEFFERSON CITY, MO 65102

C.I.P. CODE*	NONTRADITIONAL MALES					NONTRADITIONAL FEMALES					GIRLS & WOMEN 14-25 YEARS				
	BL	WH	AI	AP	HIS	BL	WH	AI	AP	HIS	BL	WH	AI	AP	HIS
_____															
_____															
_____															
_____															
89.0002**															
PROGRAM*** COMPLETERS															

Indicate in the table above the total number of enrollees in your Sex Bias Program in each of the categories as defined below, i.e., sex and race.

DEFINITIONS:

BL - Total number of black students enrolled
WH - Total number of white students enrolled
AI - Total number of American Indian/Alaskan native students enrolled
AP - Total number of Asian or Pacific Islander students enrolled
HIS - Total number of Hispanic students enrolled

*Person in a regular reimbursed vocational education program (i.e., 17.0101, Dental Assisting)
**Persons receiving services of outreach, orientation, support servie and follow-up only
***Indicate the total number of enrolles in the program who complete.

MO 500-1549 (2-88)

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